

# Childminder report

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Inspection date: 27 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder works from her co-childminder's home. Together, they strive to create a home-from-home environment. The childminder plans settling-in programmes that reflect the individual needs of each child. She does this in partnership with parents. As a result, children settle quickly and are happy. Children show they feel safe with the childminder, who is attentive to their personal care needs.

The childminder models words such as 'please' and 'thank you' and has clear expectations for children's behaviour. Children behave well and happily help to tidy up their toys before moving on to the next activity. The childminder skilfully uses opportunities within children's play to teach them how to share and take turns. For example, she pretends some bricks are potatoes and gives each child a bowl. The childminder encourages children to count and share the 'potatoes' equally. This also supports the development of children's mathematical language.

The childminder has a clear overview of what each child can do and plans a range of exciting activities to support any gaps in children's knowledge. She is clear about the skills she wants children to learn before they move on to their next stage of learning, such as school.

## What does the early years setting do well and what does it need to do better?

- The childminder is passionate about teaching children where their food comes from. Children pick potatoes from the garden, which the childminder later prepares for them to eat for lunch. They enjoy eating their home-grown potatoes. During other seasons, the childminder takes children to pick raspberries and grow their own pumpkins. Children feed local wildlife and regularly take trips to feed horses. Children collect eggs from the chickens and use them in baking or eat them as part of their meals. This also supports children how to look after other living things.
- Overall, the childminder supports children's communication and language well. She models language and engages in discussions with children about a range of topics, including how to take care of their teeth. However, at times, the childminder adds unnecessary endings to words, such as 'shoesy' and 'horsey'. This does not teach children the correct pronunciation of some words.
- Parents are happy with the service the childminder provides. They receive regular updates on what their child has done throughout the day. Parents are happy with the settling-in process and say they were made to feel at home. Parents say their children have come on 'leaps and bounds' since attending the childminder. The childminder asks parents for their input on children's assessments, which further supports the link between the childminder and

home.

- The childminder makes good links with the local school. She receives regular updates from the school, including newsletters. The childminder uses this information to plan activities that support children to get ready for school. The childminder ensures that she shares her assessments with local schools when children start. This helps to support the transition between the childminder and school.
- The childminder aims to support children's independence skills and for the most part does this well. She encourages children to put their coats on by themselves. However, the childminder sometimes overlooks opportunities to develop children's independence further. For example, she cuts up children's food and zips up their coats without letting them have a go first.
- The childminder gathers feedback from parents and evaluates her practice. She uses this information to make improvements to her practice where possible. The childminder engages in several training opportunities to ensure that her knowledge and practice remain up to date. This includes safeguarding training and how to further support children's play.
- The childminder plans activities throughout the year to support children to understand a range of celebrations and festivals. For instance, children learned about Lunar New Year and tasted traditional foods. The childminder uses other events throughout the year to teach children about the environment.
- The childminder embeds mathematical language into everyday play and activities. For instance, she encourages children to count the potatoes as they pick them. On other occasions, she sets them mini-challenges to complete. For example, children count how many bricks each other has and share them in an equal amount.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- use the correct pronunciation of words when talking to children to extend their language skills
- provide further opportunities to support children's independence skills, particularly for older children.

## Setting details

<b>Unique reference number</b>	EY494210
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10308525
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	29 March 2018

## Information about this early years setting

The childminder registered in 2015 and works with her mother as a co-childminder. She works from her co-childminder's premises in the Claremount area of Halifax. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Amy Whiting

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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