

Childminder report

Inspection date: 4 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children show they are confident and feel safe in the care of this kind and caring childminder. They show an interest in the adults who are present and are eager to share their toys with them. Children confidently speak with the adults and tell them their names. The childminder forms warm and positive relationships with children and their families.

The childminder is a good role model and has high expectations of children's behaviour. Children are happy and feel comfortable to ask for help when needed. They snuggle up on the childminder's lap as she reads a story. The childminder plans activities for children to explore and problem solve. For example, they explore a magnet and how it can pick up metal objects. Children have a positive approach to their learning and have a can-do attitude.

The childminder knows children very well. She collects detailed information from parents before their children start. The childminder finds out about children's care routines and what they like to eat. She asks parents to share their knowledge about what their children can already do. This helps children to settle quickly. The childminder uses ongoing assessments effectively to monitor children's progress. She uses this information to plan children's next steps in learning to ensure that they are ready for their move on to school.

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

- Children develop good physical skills. The childminder plans activities to support the development of children's small muscles. Younger children thread with thick laces. The childminder teaches children how to use scissors. She provides different types of scissors that match children's individual needs. The childminder provides activities that help to build children's large muscles. For example, children take part in forest school sessions. They begin to move their bodies in different ways.
- The childminder promotes independence skills effectively. She arranges resources to enable children to self-select and independently choose their learning. Children begin to pour their own drinks, cut their own fruit and wash their hands and faces. They enjoy helping to make their lunch. Children become independent and enjoy doing things for themselves.
- Children are confident speakers. The childminder promotes communication and language skills effectively. She speaks clearly to children and gives them clear instructions. The childminder introduces new words. For example, she uses the words 'sticky', 'slimy', 'hard' and 'soft' to describe fruit. She asks children what they think it feels like. The childminder models words back to children when their pronunciation is not clear.

- Children enjoy stories, songs and rhymes. The childminder ensures that books are easily accessible. Children look at books independently and turn the pages carefully. They listen attentively as the childminder reads stories with expression. The childminder points out the blurb at the back of the book. Children develop a love of books and stories.
- The childminder promotes mathematical language well. She encourages children to count the steps as they go upstairs to wash their hands. The childminder asks children, 'What number comes after three?' and uses her fingers to help children to count to four. She introduces the names of shapes as children play. The childminder encourages children to notice and count how many sides the different shapes have. Children use the language of number and shapes confidently.
- The childminder encourages children to use their manners. She models 'please' and 'thank you' and encourages children to be considerate of others. Generally, children are respectful of each other. However, occasionally, children need support to manage their behaviours towards others. The childminder explains why they cannot take a toy from their friends and redirects their attention. However, this is not always consistent. This means that children do not always learn to understand how their behaviours have an impact on others.
- Parents speak very positively about the childminder. They are very happy with the care their children receive. The childminder shares information with parents daily and using an online app. Parents report communication is very good. They comment on the positive relationships their children have with the childminder.
- The childminder explains to children how they can keep themselves safe. She asks them not to stand on the chair in case they fall. She explains clearly how to hold the scissors carefully, and not point them at their faces. However, the childminder does not always support children to develop their understanding about how to use digital technology safely.

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:

- develop further ways to support children to consistently manage their own feelings and behaviour and to understand how these have an impact on others
- consider ways to support children further to learn and understand how to use digital technology safely.

Setting details

Unique reference number	EY422942
Local authority	Kirklees
Inspection number	10317094
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	28 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in Huddersfield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. Occasionally, the childminder works with an assistant. The childminder has a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Miriam Caldecott

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 childminder's home and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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