

Childminder report

Inspection date: 12 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 make strong progress in this setting. They benefit from a well-planned, sequenced curriculum that focuses on their interests and next steps in learning. This means that overall, they continually build on what they already know and can do. Children participate in a wide range of activities out of the setting that extend their learning experiences. For example, they enjoy music and dance sessions and meet up with other minded children to enjoy learning in a forest-school environment. They use natural resources for imaginative play, such as pretending to build a campfire with twigs.

Children behave very well. They learn to share, take turns and play cooperatively. Children demonstrate good relationships when they work as a team to build a den. They are confident to share their ideas. For example, they discuss whether the floorspace is big enough to fit them all in and which resources they might use to make the den.

Children quickly become confident. They help themselves at snack times and mealtimes. They select resources independently and are able to ask for help when needed. Good hygiene routines are embedded, which means children are learning to be independent in self-care. These are all skills children need for their future learning in school.

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

- The childminder provides imaginative and interesting activities that target children's next steps in learning. She works in partnership with parents to identify strengths and gaps in children's progress. She provides parents with lots of ideas about supporting children's learning at home. Parents say they like the home environment and the variety of experiences their children enjoy. They feel they are kept well informed about their children's development.
- Children enjoy play in the childminder's well-resourced outdoor area. She keeps them safe. For instance, she helps them to climb steps and use the slippery slide. Children practise their physical skills using ride-on toys, such as scooters. They develop narratives during imaginative play. For example, children pretend to be ice-cream vendors and discuss which flavours they might have. Although the childminder supervises children well, she does not consider how she might fully utilise this environment to enhance and extend children's learning.
- Children build on their early literacy skills when they explore core books, such as 'We're Going on a Bear Hunt'. The childminder provides them with props to help them recall and retell the story. This links into children's interest in role play. All children demonstrate a good understanding of the story. They have a high level of communication and language skills and use a broad range of words. The

childminder promotes children's understanding of rhymes and repetition in language. She pauses frequently so children can think about what happens next.

- Children demonstrate good concentration, attention and listening skills. During adult-led activities, the childminder extends children's learning highly successfully and helps them make connections in their learning. For instance, she encourages children to think about self-care, such as what clothes they might need to go out in the snow. She encourages them to think about emotions, such as what might make them scared, angry or sad. However, the childminder is not always perceptive to children's emerging questions during their play. This means she does not fully support them to make connections between their own real-life experiences and their learning in the setting.
- The childminder introduces early mathematics into children's play. Children use positional language, such as 'over' and 'under'. They are beginning to count to numbers greater than 10 and to recognise numbers.
- The childminder works with her co-childminder to evaluate her practice. She links with other childminders to share good practice and ideas. She accesses training to keep up to date and to continually improve her knowledge and skills. Since the last inspection, the childminder has completed training in developing speech in children. She has a better awareness of how long it takes children to fully develop their speech and gives children more time to think and answer questions.

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:

- be more perceptive to children's lines of questioning during their play and fully support them to make connections between their own real-life experiences and their learning in the setting
- consider how the well-resourced outdoor environment can be used more effectively to enhance and extend experiences for children.

Setting details

Unique reference number	EY447073
Local authority	Calderdale
Inspection number	10317037
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Brighouse, West Yorkshire. She operates all year round from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with another registered childminder and sometimes childminds from her co-childminder's house.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about her professional development and how she evaluates the provision.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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