

Childminder report

Inspection date: 15 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 are confident and motivated to learn. They enjoy exploring the environment and self-select from the interesting range of activities on offer. The childminder works well with her co-childminder to provide good levels of support to the children. Well-timed questions encourage children to think. The childminder is skilled in knowing when to stand back and allow the children to problem solve and when it is more appropriate to intervene to add to the learning experience.

The curriculum provides children with challenge to extend their learning across the different areas. The childminder knows the children well and has a good grasp of how best to support them and build on their knowledge. The childminder recognises the importance of allowing children time to practise and hone their skills and apply their learning in different ways. This helps children to grow in confidence and ensures that knowledge is embedded.

Children enjoy using different tools to mark make in dough and to roll, cut, flatten and squish it. This helps to develop their physical skills, coordination and strength. Pre-school children learn to recognise their name as they self-register on arrival and put their pictures in their individual named wallets. Children behave well, and the childminder encourages them to cooperate on tasks, sharing and taking turns.

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

- The curriculum is well planned and sequenced. Targeted support encourages children to make next steps in their learning journey. Young children are starting to persevere well on tasks with improved concentration and are praised and encouraged by the childminder.
- The childminder engages in lots of dialogue with children. She introduces them to new words and their meaning, to extend children's vocabulary. Children learn the words to familiar songs and follow the actions, showing good recall of knowledge. Although good support is in place, there is scope to further consider and encourage younger, more quieter children's language.
- Children enjoy building and balancing foam bricks to make structures. They enjoy comparing the height of their structures against their own height and exploring which is taller. Children are physically very able, although opportunities to build on this during daily routines are not always taken, for example, to further promote physical independence during lunchtime routines.
- Children regularly count during everyday activities. They use scissors to snip off pieces of dough and count each one in turn. They talk about bigger and smaller and compare size and shape.
- The childminder encourages a love of books from an early age, and children focus well during story times. They talk about what they see, what is happening

and what they think is going to happen next. This helps to develop their language and communication skills.

- Partnerships with parents are very effective, and this collaborative approach helps build on children's knowledge and skills. Parents report how they can see the good progress their children are making. They value the regular feedback they receive on their child's progress and how they can best support them at home.
- The childminder and her co-childminder work effectively together and continually reflect on their practice. They ensure that they keep their knowledge updated and undertake training to widen their knowledge. This helps to improve outcomes for children.
- Good support is in place for children with special educational needs and/or disabilities. The childminder has lots of experience and is effective in her approach to providing useful information to parents. Trusting bonds exist between the childminder and the children, and these help to ensure that children make good progress from their original starting points. The childminder signposts parents effectively to places where they can get additional support. Parents clearly value this approach and the childminder's open and honest communication.

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:

- maximise the opportunities to promote children's physical independence, particularly during lunchtime routines
- develop ways of further encouraging younger, quieter children's language and reflect on the quality of these interactions.

Setting details

Unique reference number	EY397193
Local authority	Calderdale
Inspection number	10317017
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	0 to 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in the Boothtown area of Halifax. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She works closely with other childminders and assistants.

Information about this inspection

Inspector

Annette Stanger

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to those working alongside the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- 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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