

Childminder report

Inspection date: 18 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

As a result of the COVID-19 pandemic, the childminder has made changes to some of the ways she operates. She has varied how she settles new children in by working in close consultation with parents via phone calls to find out about children's interests and care routines. Children have had gradual settling-in visits to the childminder's home when nobody else was present or at quiet times. This has helped families and children to be safe and form trusting bonds. Now that restrictions have eased, the childminder communicates every day with each parent.

The childminder and her assistant are particularly effective at supporting children's communication and language skills. For example, when children bath their dolls, the childminder encourages them to think about the bubbles, squeezing the cloth and swishing the water around. She appropriately asks questions to encourage children to think and link their learning to their home experiences. The childminder talks about what happens as children learn how to wash their faces.

Younger children are beginning to understand expectations for their behaviour. For example, the assistant reminds them not to throw toys when they become overexcited. She teaches them that they could hurt their friends, which helps them to learn why some behaviours are not acceptable.

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

- The childminder teaches children about the language of feelings, using songs. Children make faces that represent how they are feeling. The childminder and her assistant support children to understand why they may be feeling a certain way. This helps children to feel valued and supports their emotional well-being.
- The childminder is very creative and imaginative in the activities she provides to promote children's development. She links learning to children's interests. Children enthusiastically join in and are eager to learn. For example, children gasp as they find items such as sensory bottles filled with twigs, grass and water. The childminder skilfully uses these props as they retell the story about going on a bear hunt. Children shake the sensory bottles to match the experiences of the children in the book. However, there are times when the childminder interrupts children's activities, which means that children do not have the time to finish them to their own satisfaction.
- Partnerships with parents are effective. The childminder provides parents with a wealth of information on their children's development. Parents are encouraged to contribute to their children's ongoing assessments to promote consistency in children's learning. The childminder is quick to identify gaps in children's development to help parents seek external professional help, if needed.
- Children develop excellent hand-to-eye coordination. They use their fingertips to

pick up small objects, such as oats. Children enthusiastically explore the different ways that play dough can move as they roll and squash it. This helps to strengthen their fingers in readiness for early writing.

- Children clean their hands before and after eating and manage their own self-care. They learn the importance of good hygiene routines. However, the childminder does not consistently teach children to take responsibility for their environment. For example, she does not encourage children to tidy toys away as they finish playing with them. Therefore, at times, the environment becomes cluttered.
- The childminder is passionate about enhancing her knowledge. She provides regular supervision sessions and coaching to support her assistant to develop their practice. The childminder has kept herself up to date with recent changes to the early years foundation stage and has undertaken some additional training. For example, she has accessed training to extend her knowledge of the different ways to support children to communicate effectively.
- The childminder is highly ambitious. She frequently reviews her practice and adapts her provision to help make positive changes. Then childminder regularly seeks the views of parents, other professionals and children to help her to make continuous improvements to her setting.
- Children learn to value and respect different cultures and religions. For example, the environment has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are clear about the signs and symptoms of potential abuse. They know how to report any concerns about a child and liaise with other professional bodies to ensure that vulnerable children are safe. The childminder understands the role of the designated officer. She understands the procedure to follow if there is an allegation made against her or her assistant. The childminder and her assistant have a good understanding of broader safeguarding issues, such as radicalisation and extremism. They know how these may present themselves in very young children. The childminder completes daily risk assessments to minimise the risk of harm to children within her setting.

What does the setting need to do to improve?

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

- plan routine events more consistently so that children can engage and concentrate during their chosen activities
- help children to learn to take responsibility for their environment, such as by

encouraging them to tidy up when they have finished playing.

Setting details

Unique reference number	2496471
Local authority	Calderdale
Inspection number	10191707
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Todmorden, Lancashire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification equivalent at level 5. She provides funded early education for two- and three-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Julie Dent

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 her evaluation of the setting.
- The inspector observed the interactions between the childminder, assistant and children and evaluated the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's and assistant's training.
- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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