

Childminder report

Inspection date: 25 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are busy and excited to learn. They eagerly explore the high-quality resources, both inside and outside. For example, children enjoy searching for dinosaurs during a dinosaur hunt in the garden and shout with delight, when they find one. The childminder is a great play partner for children. She observes how they react to situations and responds with enthusiasm. For example, children giggle and laugh when they follow the childminder's instructions when they exercise together. This helps to keep them interested and engaged. Children are encouraged to problem solve. For example, they ask one another for help when they tie bandages during play. This helps children to persevere and develop independence.

The childminder has high expectations of children. For example, they know how to tidy up and understand why this keeps them safe. Children feel safe and secure with the childminder and are confident to ask for help. They learn how to manage their emotions. Children understand what is expected of them and the childminder has clear boundaries in place. For example, she explains clearly and sensitively what is expected when some behaviour is unacceptable. During the COVID-19 (coronavirus) pandemic, children have had fewer outings to indoor settings. The childminder has continued to support children's understanding of the world around them by visiting outdoor settings. For example, they have visited fields to pick strawberries and accessed the local park.

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

- The childminder assesses children's development well. She finds out what they already know and what they need to learn next to make good progress. For example, she provides resources she knows children are interested in. This helps them to be engaged and concentrated learners.
- The childminder supports children's language development well. For instance, when children mispronounce words the childminder repeats them correctly. The childminder also extends children's vocabulary and provides commentary when children are playing. For example, when playing badminton outside, the childminder models the word 'shuttlecock' and the children begin to use the word immediately. This helps to extend their speech and language development.
- The childminder provides many opportunities for children to develop their mathematics skills. For example, large quantities of resources are provided so children can count, add and subtract. The childminder also extends mathematical vocabulary through questioning. For example, she challenges children to add 'one more' and find out how many there are altogether.
- The childminder keeps parents well informed about their children's progress. She regularly shares information that helps them to understand their children's

learning, including through electronic means. This includes photographs of children at play to celebrate their achievements. The childminder provides ideas about how children's learning can be supported at home. This provides children with good continuity of learning.

- The childminder recognises that she needs to develop relationships with other early years settings children also attend. She plans to engage other settings and share children's learning and progress, to provide continuity when children attend more than one setting.
- The childminder completes regular training and shares this knowledge with parents. For example, she has recently completed training on the early years reforms and has created a summary of the changes, which she had shared. This helps parents to further understand children's learning and development.
- The childminder has started to evaluate her setting, by recently including parent's views and feedback. However, she does not currently gather children's views to enhance this process further. The childminder plans to find ways to capture their views effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She has recently attended safeguarding training to keep her knowledge up to date. The childminder recognises when a child is at risk and knows who to contact, should she need to report her concerns. She also knows who she should contact if there is a safeguarding allegation made against a member of her household. The childminder keeps her paediatric first-aid qualification up to date so that she can appropriately act if a child becomes unwell or has an accident. Her accident policy reflects this. Children learn how to manage risks and keep themselves safe. For example, the childminder encourages children to climb down steps in the garden carefully.

What does the setting need to do to improve?

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

- develop the self-evaluation process further and include the views of children to continually improve the quality of the provision
- strengthen partnerships with other early years settings children attend, to provide the best possible support for their learning and development.

Setting details

Unique reference number	2497709
Local authority	Kirklees
Inspection number	10191410
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	2 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Mount, Huddersfield. She operates all year round, from 7.30am to 5pm, Monday to Wednesday, and 7.30am to 12pm on a Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Helen Sanders

Inspection activities

- This was the first routine inspection the provider received since the COVID 19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together, to understand how the provision and curriculum is organised.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector and the childminder completed a joint observation and evaluated this.
- The inspector spoke to parents via a telephone call and took account of written feedback from parents.
- The inspector sampled various documents, including the childminder's suitability, the validity of her paediatric first-aid qualification and public liability insurance.

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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