

Childminder report

Inspection date:

30 November 2021

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

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy and secure at this nurturing setting. Their welfare is at the heart of everything the childminder does. The childminder knows children extremely well and has a strong relationship with them. She talks to them about their families as they snuggle into her. Children respond with eagerness, displaying how comfortable and safe they feel. The childminder creates an exciting curriculum. She develops children's skills across all areas of learning. As a result, all children gain the necessary skills to prepare them for their next stage of education. The adventures of the little red train enthral children. Children play with props to retell the story and add their own ideas. This helps develop their imagination, communication and language skills.

The childminder skilfully supports children's critical and problem-solving skills. For example, she challenges them to work out how to join the pieces together when they struggle with a jigsaw. Children persevere and are full of joy when they succeed. This develops their resilience, confidence and independence. Children develop impressive social skills as they share and take turns. For example, children offer others a turn with the musical instruments. Children display positive attitudes to learning. They are proud of what they know and can do. Children delight in telling the inspector the letter sounds in their name.

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

- Children make exceptional progress at the setting. The childminder expertly challenges and engages all children. She quickly identifies learning opportunities to build on children's early mathematical skills. At every opportunity, the childminder encourages children to practise counting and identify numbers. For example, she encourages them to touch each sheep as they count them. This supports children in saying one number for each object.
- The childminder successfully nurtures children's emotional development. She encourages them to talk about feelings as they complete an emotions jigsaw. The childminder introduces wider emotions, such as confused and worried. Children look in the mirror and make faces to match these emotions. They name the emotions as they do this. This helps children develop the vocabulary to understand their own and others' emotions.
- Children display high levels of positive behaviour. They are respectful and follow instructions promptly. For example, they happily tidy up what they have been playing with when asked to do so.
- The childminder skilfully engages children in stories. Children have a deep love of books. They snuggle in and listen enraptured as the childminder reads to them. Children are full of enthusiasm as they join in with repeated phrases. This develops their early literacy skills.

- The childminder models language with exceptional skill to encourage children to talk. She introduces children to new vocabulary such as 'helter-skelter' and 'clickety clack'. Children relish their success as they repeat the new words.
- The childminder plans rich life experiences. This supports children to understand the wider world. They take part in poppy commemorations and visit the local memorial. Children beam as they recall their picnic by the local church. They talk animatedly about a trip to the post office to buy stamps for letters they have written. Children visit the woods where they marvel at the changing seasons. They balance on logs, kick leaves and jump in puddles. This also develops their physical skills.
- Children develop a deep understanding of people and families beyond their own. They meet many different children and families on regular trips out, for example to the library, playgroup, singing group and café. The childminder further promotes children's understanding of equality and diversity. She engages them in discussion as she reads books with them, for example about families around the world.
- Partnerships with parents are exemplary. Relationships are warm and trusting. Parents praise the childminder for all the care and support she gives their children.
- The childminder reflects on all aspects of her practice. She demonstrates exceptional commitment to her own personal development. For example, she recently completed training on forest school. This supports her in planning rich learning experiences for all children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of the highest priority. The childminder has extremely strong knowledge of safeguarding children. She understands the signs that may indicate a child is at risk. The childminder follows highly robust procedures to help safeguard children. She knows precisely what to do should she have any concerns about a child's welfare. The childminder ensures that her knowledge of safeguarding remains up to date. She helps children learn how to manage their own safety. For example, they discuss together what it is safe and what it is not safe to do online. The childminder supports parents to keep their children safe online at home.

Setting details

Unique reference number	2505173
Local authority	Kirklees
Inspection number	10191628
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	3 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Highburton area of Huddersfield, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Elizabeth Robins

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder explained what she intends children to learn and how she helps them to make progress.
- The inspector observed children. She spoke to them about what they were doing.
- The inspector and the childminder observed children together and discussed their learning.
- The inspector spoke to parents and took their views into account.

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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E: enquiries@ofsted.gov.uk
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