

Childminder report

Inspection date: 10 December 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

Toddlers and new babies are happy, safe and very settled. They have strong emotional attachments to the loving childminder, which helps them to feel secure. Babies who are wary of strangers seek reassurance from the childminder and are soon confident enough to wriggle off her knee to play. They delight in attempting to copy the childminder as she shakes a musical instrument.

The childminder provides a good curriculum to support older children's all-round learning. She helps toddlers and babies to develop certain fundamental early skills. Toddlers babble and use gestures, single words and two-word phrases. They delight in finding their voice to express themselves or to share their feelings, such as being cross when babies take a toy. The childminder sensitively intervenes to support toddlers' early socialisation, such as learning to share. Babies use early communication to make their needs known. For example, they indicate when they want more food or want to get out of the high chair.

Babies and toddlers demonstrate good physical skills. Babies shuffle on their tummies while kicking their legs vigorously to reach objects. They show great determination and perseverance until they achieve their goal. Toddlers precisely grasp blocks to build a small tower. They enjoy repeatedly knocking the tower down and rebuilding it, while counting 'one, two, three' in imitation of the childminder.

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

- The childminder works extremely closely with parents to help settle new children, which helps to support their emotional well-being. For example, she asks parents to complete a detailed 'All about me' document. This helps her to get to know each child and provide individually tailored care that is consistent with their home routines.
- Where children did not attend during the COVID-19 pandemic, the childminder kept in close contact with families. For example, she carried out regular video communication. This included reading stories to children and providing parents with activity ideas. This helped to support children's continued learning and emotional well-being in readiness for their return.
- The childminder plans and provides a varied range of activities and resources for older children. Consequently, they make good progress and are well prepared for school. However, the childminder does not consistently plan the environment and activities for babies and toddlers, to optimise their early learning.
- The childminder regularly observes and assesses children's progress to identify key next steps in their learning. She shares these with parents, for example through regular progress summaries. These include suggestions of how parents

can help their children's development, such as limiting the use of dummies to support early speech and language.

- The childminder sings songs and rhymes and continually talks to babies and toddlers about what is happening during care routines and as they play. This has a very positive impact on their early communication skills.
- The childminder supports older children's early literacy skills effectively. She incorporates favourite stories into planned activities, to help children to develop their memory and recall skills. For example, children collect twigs to make a stickman and go on a 'bear hunt' in the woods. The childminder also makes props to enhance storytelling sessions, such as wooden story spoons.
- Babies and toddlers develop their early independence skills. They thrive on the frequent praise and encouragement that they receive. Babies grasp finger foods, and toddlers use a spoon to scoop the hearty home-made soup. The childminder provides children with a healthy diet.
- The childminder plans varied outings and activities to develop certain aspects of children's understanding of the world. However, she does not consistently plan to build on children's knowledge of the similarities and differences between themselves and others.
- The childminder uses various sources of information to reflect on her practice, and to keep updated and gain new knowledge. However, she does not yet precisely target key areas for development, to raise teaching and learning to the highest level.
- The childminder actively seeks parents' views to help to inform her childminding service. For example, she provides questionnaires once children have settled in and then each year. The childminder purchases new resources, such a story about dinosaurs, based on older children's interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training to keep up to date with any changes. She can identify possible signs of abuse and fully understands how to report any concerns she may have. This helps to protect children from harm. The childminder undertakes good risk assessments, inside and outside the home, in order to promote children's health and safety. The childminder supervises babies and toddlers well. She demonstrates safe practices to prevent accidents, through well-organised routines. For example, she secures babies and toddlers in high chairs, and places babies in the travel cot for a short period while she cleans toddlers after lunch.

What does the setting need to do to improve?

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

- strengthen the opportunities for babies and toddlers to follow their interests, freely explore and investigate
- provide children with further opportunities to extend their understanding of people, families and communities beyond their own
- target areas for improvement and plan professional development opportunities that will have the greatest impact on teaching and learning.

Setting details

Unique reference number	2521390
Local authority	Kirklees
Inspection number	10208076
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 9
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Golcar area of Huddersfield. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Ayo

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 areas used for childcare purposes, care routines and the activities that take place indoors.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from parents.
- The inspector looked at a range of documents, including children's records of learning and evidence of the suitability of persons living in the household.

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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