

Childminder report

Inspection date: 2 December 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

The childminder is welcoming and friendly. Children learn in a warm and caring environment, where cuddles are regularly offered. This helps to build children's self-esteem. Children confidently explore the wide variety of resources that help to support their learning. The childminder plans an interesting curriculum. Children make good progress from their starting points. For example, when exploring shapes, children know that if they place two triangles together, it makes a square. Overall, the childminder places strong emphasis on supporting children's language and communication. For example, he engages children in conversations as they play and gives them time to answer. Children are creative, independent and demonstrate good physical skills. For example, they roll, cut and shape dough independently to create worms, spiders, snail shells and dinosaurs.

Due to the COVID-19 pandemic, parents now drop-off and collect children at the front door. The childminder continues to effectively communicate with parents to inform them of their child's day and progress. For example, he completes a daily diary for each child and sends this home regularly. He also sends photographs home electronically throughout the day to share children's achievements.

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

- Children's independence is promoted well. The childminder teaches children how to hold their cutlery so they can feed themselves. Their independence is further developed when they help to carry out tasks, such as putting their toys away and clearing the table after mealtimes. Children are skilled at and thoughtful in finding their own water bottles and those of their friends in order to stay hydrated.
- The childminder has a good overall understanding of how children learn. He knows where children are in their learning and development and monitors their progress to identify any possible gaps in learning. The childminder then identifies next steps in children's learning to ensure all children make good progress.
- Children's behaviour is good. The childminder is a good role model. He encourages children to use good manners and be kind to one another. For example, when the children are looking for shapes, the childminder praises them for sharing and taking turns.
- The childminder accesses regular training and uses this to improve his practice. For example, he has recently completed training on changes to the early years foundation stage. He has used this training to improve observations and the tracking of children's progress.
- Children's development in mathematics is supported well, overall. The childminder encourages children to practise counting and recognise shapes. For

example, when children create a picture using simple shapes, they name and count how many of each shape they need to create the picture. However, the childminder does not consistently use other everyday opportunities to teach children how to use numbers to build their skills even further.

- Parents speak very highly of the childminder and state how pleased they are with the dedicated care that their children receive. The childminder works closely with parents when children first start attending. He gathers detailed information about routines and their likes and dislikes. This helps to make children feel safe and secure when they begin in his care.
- Children's communication and language is supported generally well. The childminder repeats and pronounces words correctly, when children show emerging language, and introduces new vocabulary to them. He provides an ongoing commentary as the children play and provides clear instructions. However, at times, the childminder asks closed questions, which sometimes limit opportunities to further extend children's skills and level of understanding.
- The childminder and his co-childminder regularly meet and reflect on the service they provide together. Good use is made of questionnaires to parents, which are also reviewed as part of the self-evaluation process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the home is clean, safe and well maintained. Children play and explore safely. The childminder completes regular checks of the indoor and outdoor environments and uses equipment, such as safety gates, to keep children safe. The childminder knows the procedures he should follow if he has any concerns about children. He attends regular mandatory safeguarding training to help keep his knowledge up to date.

What does the setting need to do to improve?

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

- use more effective strategies when talking to children in order to extend their communication and language skills
- make better use of everyday situations to help children to develop an understanding of number.

Setting details

Unique reference number	2536391
Local authority	Kirklees
Inspection number	10207456
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 6
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. He lives in the Melham area of Holmfirth, near Huddersfield, West Yorkshire. The childminder co-childminds with his wife. He operates his childminding service from Monday to Friday, 7.30am to 6pm, all year round, excluding bank holidays and family holidays.

Information about this inspection

Inspector

Helen Sanders

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 childminder.
- The inspector and the childminder completed a learning walk of the provision, where they discussed the curriculum aims and viewed the areas used for childminding.
- The childminder and the inspector evaluated the effectiveness of a planned activity.
- The inspector spoke to children and the childminder at appropriate times.
- The inspector spoke to parents during the inspection and took account of their views.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021