

Childminder report

Inspection date: 13 January 2022

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 happy at the setting and form secure bonds with the childminder and her assistant. Children talk about what they enjoy, such as books, the toy kitchen and playing with their friends. Children also have opportunities to make friends outside of the setting, which promotes their social development. They meet regularly with other childminder groups for activities and outings.

The childminder and her assistant have high expectations for children's behaviour and learning. As a result, all children at the setting make good progress in their learning and development. The childminder and her assistant praise and encourage positive behaviour, such as sharing and taking turns. Children are very well behaved and have a positive attitude to learning. They eagerly participate in all activities and concentrate for extended periods when drawing, chalking and painting.

Children's language, communication and vocabulary are particularly well promoted. They take part in lots of discussion, story times and singing activities, including singing during handwashing and tidying away routines.

Due to the COVID-19 pandemic, parents do not routinely spend time in the setting. However, the new routine works well in helping children to separate quickly and smoothly from their parents when they arrive.

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

- The childminder and her assistant implement a well-designed curriculum which supports children to make good progress in all areas of learning. Activities are well planned and take account of children's individual needs and next steps. The childminder and her assistant provide a stimulating and accessible environment that also promotes independent learning and exploration.
- The childminder and her assistant know the children in their care very well and are responsive to their needs. For example, the childminder and her assistant quickly notice when children may need the potty or toilet. Children are well supported with their care routines. As well as receiving good support with toileting, they are also afforded appropriate privacy.
- Children's individuality and self-esteem are developing well. They learn about what makes them unique and special as they compare similarities and differences between themselves and their friends. For example, they compare eye and hair colours, hair types and differences in their clothes. Appropriate resources and discussions also help children to learn about different cultural backgrounds.
- Children thoroughly enjoy learning about people who help us. The childminder

and her assistant frequently check what children have learned by asking appropriate questions to check their knowledge and understanding. For example, they ask children questions about how they can keep themselves safe and if they can remember the emergency telephone number, which they can.

- Children are confident to bring their own ideas to activities and tell the childminder what they would like to paint, even when that differs from what is pre-planned. This supports children's creativity and expressive arts and design skills. Children also learn about colour mixing and discuss that when they mix red and yellow paint, they make orange. Children's mathematical skills are also developing well. They use number names and count during games. They also learn about time as they observe a clock to identify snack, lunch and home time.
- Children are beginning to understand what makes them healthy. They are provided with nutritious meals, snacks and drinks throughout the day. When discussing fruit and vegetables, children talk about vegetables that their grandparents grow.
- The childminder works well in partnership with parents and carers to ensure that they are kept fully informed of their child's development and progress. Parents say that they are very happy with the care their children receive and that their children are making good progress in their learning and development. The childminder and her assistant use the local authority 'Start' initiative to support children with transitions to nursery or school.
- The childminder's assistant is well supported. There is a comprehensive induction procedure and an ongoing supervision process in place. The childminder and her assistant have a positive and caring attitude and strive to provide high-quality inclusive care for all children. They have a positive attitude to continuous professional development and access relevant training courses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of how to promote children's welfare. They demonstrate that they would be able to recognise the signs and symptoms of possible abuse and neglect, and they know how to act to safeguard children. There was a slight delay in the childminder making a recent referral to children's services and she has since adapted her safeguarding procedure. The home is secure and generally safe. However, since moving house, the childminder has not considered the possible risks relating to the stair banister or the low-level glass in the kitchen and greenhouse.

What does the setting need to do to improve?

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

- assess risks in relation to low-level glass in the kitchen and greenhouse, as well

as possible risks posed by the stair banister. Take all reasonable steps to remove or minimise risks.

Setting details

Unique reference number	2544584
Local authority	Kirklees
Inspection number	10217904
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Whitley area of Dewsbury, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received from the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and her assistant spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided by the childminder and her assistant and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, the assistant and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting by leaving written comments for the inspector.

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 2022