

Childminder report

Inspection date: 26 July 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 adore the childminder. They feel safe in her presence. Children have access to engaging learning spaces, indoors and outdoors, at the childminder's home. The childminder plans the curriculum to ensure that children have plenty of opportunities to learn in different places. For example, children visit local woodland, playgroups and parks. They meet up with other children so that they can become confident in larger groups. This is especially helpful to children who have had restricted socialisation during the COVID-19 pandemic.

When children show a fascination with animals, the childminder takes this as an opportunity to offer a topic to them. Children learn enthusiastically about underwater creatures and their habitats. They collect tadpoles in the park and bring them back to the childminder's home to look after and observe. This gives children the opportunity to make predictions about how the creatures will develop and to describe their movement. Children proudly tend to their pet tortoise and fish. They consider what the tortoise needs to keep healthy and why it prefers to be outdoors instead of inside.

Children practise using scissors to cut materials to make large jellyfish. They choose the colours of paints, considering what will happen when two paints mix together. They compare the colour to a chart, using the language of comparison, such as 'darker' and 'lighter'. Children speak very kindly and care about each other. They work in harmony to sort toys back into the correct places at tidy-up time.

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

- Children develop their early writing skills, such as when they squeeze paint from bottles. They use pincers to pick up toys and cut different materials. Children persevere and thread thin paper strips through small holes. The childminder ensures that children are exposed to high-quality language and have two-way discussions and conversations.
- The childminder places an importance on children developing good manners. She interacts respectfully with children, who follow her example. Children speak nicely to each other and share toys. When they complete jigsaws together, they take turns to find pieces, enjoying each other's company and their joint success.
- The childminder ensures that children learn about keeping their teeth healthy by inviting them to brush their teeth after breakfast each day. She offers children hot, healthy and tasty meals and snacks. The childminder instils good hygiene routines. Children wash their hands without second thought after using the toilet and before eating.
- The childminder is a particular advocate for children learning outdoors. Children enjoy a wide range of activities in the well-resourced and inviting outdoor area.

They grow their own vegetables in their patch, observing them as they get larger. When they harvest them, they taste them. Children put on their own waterproof suits and wellies. When equipment is wet following rainfall, children independently walk back indoors to find towels to wipe the equipment down before using it. They use wheeled toys, confidently navigating the space.

- The childminder extends children's thinking skills through her playful interactions. For example, she promotes early mathematics by encouraging children to sort different types of cows and sheep from a large collection. The childminder uses increasing levels of complexity for the task. However, she plans some tasks which have fixed outcomes. This means that children are not always required to problem-solve or make their own decisions about how they will achieve the outcome.
- The childminder is patient when children are reluctant to engage with an activity. She gives them time and space to observe first. This enables children to feel comfortable before eventually joining in with group games and activities.
- Parents receive daily communication about what their child has enjoyed during the day, and their targets and next steps in learning. However, the childminder does not fully evaluate her own practice and seek the opinions of parents about the service which she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly knowledgeable when it comes to being aware of the signs that children may be at risk of harm. Her continuing professional development in all aspects of children's safeguarding gives her confidence to know when she may need to act to keep children from risk of harm. The childminder makes sure that the learning environments are very secure for children, who take part in risk assessing them. This helps children to develop skills to spot and manage age-appropriate risks.

What does the setting need to do to improve?

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

- challenge older children further during their learning and encourage them to solve problems
- evaluate practice further and ask parents about their opinions of the service provided.

Setting details

Unique reference number	2565933
Local authority	Calderdale
Inspection number	10225964
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Halifax. She provides care all year round, from 8am to 5pm, Tuesday to Friday.

Information about this inspection

Inspector

Lucy Patrick

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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