

Childminder report

Inspection date: 15 August 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

This calm, child-friendly space ensures that children are happy and enjoy attending. Confident children and babies explore the space, indoors and outdoors. Happy babies babble as they crawl to find toys that play music. Young children enjoy cuddling vegetable babies. They learn how to make them grow by giving them water and soil. Caring and attentive staff settle new children and babies well.

Children make decisions about their play and environment. The staff hold sessions to help children discuss things. The children suggest that they introduce fish, then enjoy a bus ride to buy two fish. Various activities are available when children arrive. They choose to scoop and dig in the sand or cut herbs to make colourful dough.

Laughter fills the outdoors as children run free. They climb the stairs to a playhouse and serve ice creams through the window. Babies work out how to crawl down a step to the outdoors, encouraged by the supportive staff. Weekly trips to the local woods take place. These include jumping in puddles and collecting sticks to make into shapes.

Parents compliment the childminder and talk about their positive experiences. The childminder and assistants love their work, with lots of smiles for the children. Children have so much fun that they do not want to leave at the end of their session.

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

- The childminder is aware of the impact COVID-19 had on children's confidence in new environments. The children experience the local woods and trips to the play gym. This broadens their understanding and opportunity to develop confidence.
- The children enjoy celebrating the Chinese New Year and the Queen's Jubilee. The children recognise the Queen in pictures and talk about the Royal Family.
- Children lead their own learning by choosing activities based on their interests. The childminder and assistants extend their learning. For example, camping is an interest so a pretend camp fire takes place, including toasting marshmallows and cooking meals. The assistant discusses the danger of fires and asks the children why they should not touch it.
- Children prepare for school through circle time. They use their cards from signing in to recognise their name. As children prepare for school, calmer and more focused activities take place. These help children to learn what is expected of them at school.
- Children have excellent physical skills. All children use cutlery at lunchtime. This

promotes independence. Babies crawl into cosy spaces and are helped with how to crawl out. A favourite place is under the sand tray. The childminder and assistants are eager for the next stage of walking to begin.

- The childminder is a passionate leader and supports the assistants very well. They feel able to ask for advice. For example, they will discuss assessment levels and check their understanding.
- There is an effective key-person system. This is adaptable to ensure children form secure attachments with others. Children respond well, feeling more confident as staff are with them. Children behave very well and listen, responding to instructions. They tidy their toys and help set up lunch. Staff know the children. They work with parents on starting points and know what they want them to learn next.
- Children suggest ideas and staff adapt activities to support them. When playing with the parachute, the children suggest songs to sing. The staff sing the requests and the children blow bubbles. However, younger children are not consistently engaged and, therefore, do not benefit from the same learning.
- Children hear new words to explore, such as 'artist' when making marks. However, younger children are sometimes not given opportunities to build on their language skills.
- Partnerships with parents are strong. They speak with staff at the end of the day and receive newsletters which show the learning for the week. Parents feel supported with their child's development. Staff work with them to have a joined-up approach when children are toilet training.
- There are strong links with the local school and community. Visits take place for children's moves on to school. The childminder connects with members of the community for further information and advice. This ensures that there is lots of knowledge about the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the responsibilities of safeguarding. She ensures the information she receives is current by reading updates and keeping her knowledge fresh. The childminder is confident with safer recruitment. She is methodical in her process when new staff start. The childminder has organised procedures to ensure all children are safe. The childminder monitors accidents in the setting. From this, she makes changes in order to improve safety. Staff working with the childminder know how to respond to situations. They feel the childminder is approachable to discuss any concerns they have.

What does the setting need to do to improve?

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

- consider how to adapt activities to ensure that the younger children are more engaged
- explore how to support vocabulary and communication development for all children.

Setting details

Unique reference number	2572845
Local authority	Calderdale
Inspection number	10225965
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 4
Total number of places	9
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Mixenden area of Halifax, Calderdale. The childminder is open Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Laurafay Muranka

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff, the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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