

Childminder report

Inspection date:

30 November 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 and settled. They have excellent emotional attachments to the loving and nurturing childminder. This helps children to feel safe and secure. For example, children readily approach the childminder for cuddles and giggle with delight as she playfully chases, catches and tickles them. Children confidently move freely around the safe and calm environment. They demonstrate good levels of independence, for example, as they readily access their own drinks.

Overall, children take part in a broad and effective range of learning opportunities that help them to make good progress. This includes outings to toddler groups, the library and the farm. Children enjoy the childminder's fun, enthusiastic and good-quality interactions as she plays alongside them. For example, she shows two-year-old children how to make a ball with the soft and squishy dough and encourages toddlers to stretch up high to pop the bubbles.

Toddlers and two-year-old children develop an early awareness of boundaries and behavioural expectations through the childminder's sensitive interventions and explanations. For example, they learn to take turns. As they excitedly send cars down the wooden ramp, the childminder highlights the, 'clickety clack' sound the toy makes. Children remember what they are learning, as they repeat actions.

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

- The childminder superbly supports children's emotional well-being, starting with first-class settling-in programmes. For example, she carries out home visits and invites new families on outings, where she gathers extensive information about each child's uniqueness, care routines and stage of development. This helps her to precisely tailor children's settling-in sessions.
- The childminder effectively fosters children's continued emotional well-being as they experience significant changes. For example, she plans activities, such as bathing dolls, to help to prepare children for the arrival of a new sibling.
- The childminder recognised that the lack of socialisation for babies, born during the COVID-19 pandemic, had affected their personal, social and emotional development. Consequently, she focused on gradually building their sense of security, confidence and outdoor experiences, to help them to catch up. This has proved extremely successful.
- The childminder supports young children's essential motor, social and language skills well. However, she has not fully adapted her often topic-based curriculum since older children left and younger children started. This means that she does not meticulously plan activities and the environment around younger children's particular stage of play and interests, so that they remain highly engaged at all times.

- Children have extensive opportunities to develop their large-physical skills and hand-to-eye coordination. For example, they learn to negotiate steps on a small scale at soft-play centres before tackling stairs in the home. Two-year-old children practise using large plastic tweezers to pick up mini pompoms and learn how to thread pasta shapes onto sturdy pipe cleaners. Toddlers enjoy lifting flaps during a favourite story.
- Children enjoy doing things for themselves and helping during familiar daily routines. For example, two-year-old children delight in sweeping up the rice with the dustpan and brush after sensory play, in readiness for lunch. Toddlers learn to use a spoon, as they readily tuck into the hearty homemade spaghetti bolognese.
- The childminder works in excellent consultation with parents. For example, she shares children's achievements and next steps for learning electronically and through progress meetings and friendly daily chats. The childminder shares further communication through newsletters and social media, and provides ideas for activities for children to do at home.
- The childminder provides a language-rich environment. For example, she reads stories and sings action songs, which children delight in joining in with. The childminder provides a narrative during care routines and as children play. For example, she asks two-year-old children, 'Are you scooping the rice?' and names the pictures which toddlers point to in the book.
- The childminder instils important early social skills, such as using good manners and being kind and respectful. However, she does not fully consider how she can foster young children's awareness of the similarities and differences between themselves and others, in more age-appropriate ways.
- The childminder uses a wealth of information and training opportunities to evaluate and improve most aspects of her practice. Written feedback from parents is exceptionally complimentary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes effective practices and risk assessments, to keep children safe and healthy. She has a very secure understanding of child protection issues, and ensures that activities are safe for young children's stage of development, such as putting things in their mouths. For example, the childminder creates taste-safe sensory media, such as dough made with cornflour and vegetable oil. The childminder shares information with parents, such as how to promote safety in the home. She also guides parents on how to promote safety where young children have a trajectory schema, such as where they often throw things due to a fascination with how they, and objects, move.

What does the setting need to do to improve?

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

- plan activities and resources to take greater account of, and support, young children's individual stage of learning and interests to the highest level
- provide more age-appropriate opportunities for young children to develop an awareness of the similarities and differences between themselves and others.

Setting details

Unique reference number	2590767
Local authority	Calderdale
Inspection number	10251229
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	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Bailiff Bridge area of Brighouse. Her husband is registered as an assistant for emergency back-up care only. The childminder works all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is eligible to provide funded early education for two-, three- and four-year-old children, although there are no children currently on roll in receipt of this.

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 their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed care routines and the quality of education during activities indoors. She assessed the impact this has on children's learning. The inspector also carried out a joint evaluation of an activity with the childminder.
- The childminder shared written feedback from parents, including that reflected in surveys.
- The childminder shared a sample of key documentation. These included records of learning, training certificates and evidence of the suitability of persons living and, occasionally, working 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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