

Childminder report

Inspection date: 14 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 arrive confident and eager for their day ahead at this caring, childminding setting. Children show a positive attitude to learning. They confidently enter the setting and choose what to play with from the range of well-organised and stimulating resources. The childminder has developed an ambitious programme of learning that supports all children. Children have lots of opportunities to develop new skills and build on their existing knowledge and understanding. For example, children are showing an interest in autumn. Children are exploring autumn colours and have created unique pictures with autumn leaves that they have collected with their parents. The childminder supports children to deepen their understanding through conversation. Children confidently share their thoughts with the childminder who skilfully introduces new vocabulary throughout the discussion.

The nurturing childminder has developed bonds with the children, who regularly check in with her for comfort and reassurance. These relationships ensure that children feel safe and secure at the setting. Parent partnerships are strong. Parents report that their children love attending the childminding setting. They are kept very well informed about what their children are learning and what the childminder has planned for them next. They particularly like the home learning provided. They say that their children are making 'brilliant' progress, especially in regard to their language and mathematical learning.

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

- The childminder teaches children about the world in which they live. She plans learning that celebrates the uniqueness and diversity of the children in her care. Children consistently show kindness and respect for each other and the childminder.
- The childminder supports children to understand their feelings and emotions. For example, when children arrive, they choose from a range of 'emotion faces' displayed on a table. This enables children to communicate to the childminder how they are feeling. The children enjoy this routine and show an interest in how their friends are feeling. They check the 'feelings board' and are happy to report to the childminder that 'all the children are happy today'. This learning helps children to understand, manage and regulate their emotions.
- The childminder has created a strong mathematical educational programme. Children have a very good understanding of number and quantity. They use this knowledge and understanding independently in their play. For example, children independently count out their play animals, and are confident to quickly identify groups of two and three blocks.
- Children are making good progress in their language development. The childminder ensures children have lots of opportunities to participate in

conversations, discussions and singing activities throughout their day. For example, they are celebrating 'world nursery-rhyme week'. Children enjoy singing the 'Five Speckled Frogs' song, which they know well. The childminder strengthens children's understanding of language by providing visual cues and using clear language at all times.

- Children are developing a love of literacy and reading. The childminder ensures that all children hear at least one full story during their day. Children are very familiar with a number of traditional tales and enjoy retelling these stories in their play. For example, children are making homes for the animals. They recall the story of the 'Three Pigs'. Children decide to make the house from bricks because they are 'strong', and the wolf will not be able to blow this house down.
- Overall, the routines of the day promote children's learning and development. However, at times, the routines can interrupt children's learning and play. For example, children are very engaged in planning and designing a large-scale model in the garden. They are interrupted to tidy up and come inside. This interruption means that children are unable to fully develop their ideas and benefit fully from the learning experiences planned for them.
- Children have regular access to the outdoor garden and fresh air. This environment is well designed and offers children a range of fun and stimulating activities. These experiences help them to be physically active, increase their heart rates and develop their large muscles. For example, children run around the garden, build with large-scale construction materials and peddle on tricycles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard children. She is alert to and understands how to identify the signs and symptoms of abuse. She has a good knowledge of a wide range of safeguarding issues. She knows who to report concerns to, if a child may be at risk of harm. She regularly assesses the risks in the environment and carries out regular fire drills with the children. All equipment and resources are safe and in a good state of repair. Hygiene routines are thorough. Children are supervised very well. The childminder holds a full and relevant paediatric first-aid certificate.

What does the setting need to do to improve?

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

- improve the organisation of daily routines and learning experiences, to maximise children's learning and consistently promote good levels of engagement.

Setting details

Unique reference number	2591586
Local authority	Kirklees
Inspection number	10251256
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Dewsbury. She operates during term time, from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 5. She works with her daughter, who is also a registered childminder.

Information about this inspection

Inspector

Clare Bligh

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 spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector observed the quality of education and the impact this has on children's learning.

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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