

Childminder report

Inspection date: 14 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children arrive motivated and excited for their day at this lovely childminding setting. Children eagerly take off their shoes and coats independently. On entering, they purposefully choose from the wide range of interesting and age-appropriate resources and settle down to play.

Before starting at the setting, children attend supportive and caring settling-in sessions. These sessions are valued by parents, and help children settle very quickly in the childminder's care. Children have strong bonds with the childminder, and enjoy her involvement, support and encouragement during their play. For example, children enjoy caring conversations about their weekend, and they tell the childminder how they have enjoyed their 'roti' and 'ice cream' with their families. These gentle interactions ensure that children feel very secure in her care.

The childminder has created a stimulating programme of learning that builds carefully on what they already know and can do. Children are developing a wide range of skills and knowledge and are well prepared for moving on to school or nursery. The learning reflects the likes and interests of the individual children. For example, children's interest in space and the planets then led to planned activities to broaden children's knowledge and understanding of the solar system. Parents say they are 'astonished' with their children's knowledge of space and planets, and they have enjoyed the support to continue this learning at home.

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

- Children have a very good understanding of number and quantity. The childminder uses mathematical vocabulary wherever she can during her interactions with the children. Children are using this knowledge and understanding in their play. For example, they confidently count their play animals and correctly identify the number of blocks in a group. They use the names of shapes to describe their sandwiches.
- Overall, children participate happily in the routines of the day. However, at times, the routines can interrupt children's learning and play. For example, children are very engaged in a range of adult-supported and self-directed play activities in the garden. They are interrupted to come indoors for a story. This interruption means that children are unable to fully develop their ideas and benefit fully from the learning experiences planned for them.
- The childminder is committed to continuous improvement and her own professional development, particularly to deepen her knowledge of child development and safeguarding. For example, she has made several improvements to the children's outdoor area to promote independence. Children benefit from this professional development through the high-quality interactions

they experience with the childminder.

- Children are supported very well to develop their communication skills. For example, the childminder can speak other languages. This means she can translate phrases into the children's home language and repeat these phrases back to them in English. This work has helped children with English as an additional language make very good progress in their communication skills.
- The childminder supports children to have a healthy lifestyle. Children have lots of opportunities to be physically active, expend their energy and increase their heart rates. The childminder provides healthy snacks of fruit and vegetables, and teaches children about the importance of keeping their teeth clean. This helps children learn about good oral health.
- Children are developing a love of reading and listening to stories. They know a number of traditional tales and stories which the childminder reads over and again. This repetition enables children to fully understand the stories and hear the new vocabulary introduced to them through the books. Children use this knowledge in their play. For example, using the story of 'The Three Little Pigs', children create houses with construction materials. They discuss the strength of their houses and whether the 'big bad wolf' will be able to blow the houses down.
- Children are very well supported to understand their feelings and emotions. The childminder brings this through into the daily activities. For example, children register their emotions when they arrive in the morning. This gives the childminder the opportunity to manage, discuss and help children understand their feelings and emotions. This work helps children to understand and regulate their own emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe in her care. She knows about a wide range of safeguarding issues and is alert to the signs and symptoms of abuse. She knows the correct process to follow to report concerns about a child who may be at risk of harm. In addition, she has experience of doing this. She has good systems and risk assessments in place, and children are supervised well. She has a paediatric first-aid certificate. All equipment and resources are safe and in a good state of repair. The childminder follows all health and safety policies carefully, to minimise risks and keep the premises safe and secure.

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	2591587
Local authority	Kirklees
Inspection number	10251257
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 4
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 2020 and lives in Dewsbury. She provides care all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She works with her mother, 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 childminder.
- 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 the 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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