

Childminder report

Inspection date:

17 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are happy in the childminder's care. The childminder is calm and friendly. Children develop positive, respectful relationships with her and with each other. The childminder asks children before changing their nappies, and children call each other by name. She spontaneously sings songs to children, which they take great delight in.

The childminder knows children well. She works with parents to gain an understanding of what their children know and can do when they join her. Furthermore, the childminder understands how children learn and plans an appropriate child-led curriculum. However, she does not consistently implement the curriculum. For example, children cannot easily access resources, as they are stored in a cupboard or in a different room, and most activities are selected by the childminder. This means that children have to wait for the childminder to provide activities of her choosing and cannot effectively lead their own play.

The childminder is a good role model for children. She models the use of good manners. For example, the childminder says 'thank you' when offering children snack and reminds children to say 'please' when they ask for something.

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

- The childminder uses 'checkpoint' assessments to ensure that children make progress in their learning and development. She uses her assessments to plan accurate next steps for children's learning. However, the childminder does not consistently implement what children need to learn next. For example, she carries mobile children, who are being supported to become more confident and independent, up and down the stairs. This means that all children's learning is not maximised.
- Children's communication and language skills are generally well supported. The childminder promotes the early language skills of younger children by encouraging them to use their voices when making requests. She introduces new words, such as 'barbecue' and 'engine', during story times. At times, however, the childminder does not use the correct pronunciation of words. For example, she uses phrases such as 'shall we wash handies?' The childminder also asks children questions that are too long and complex for all children to understand.
- The childminder reads stories relating to children's interests. Children enjoy pointing out pictures and using the names of the characters in the book. This supports children's language and literacy skills. However, the childminder reads stories when children are sat at the table, eating their snack and with the doors open. This creates too many distractions, and children do not fully benefit from

the experience.

- Children have good opportunities to develop their gross and fine motor skills. For example, they throw, bounce and kick a balloon. Children run, dance to music, stretch dough and squeeze spray-bottle triggers. They develop the physical skills they need for future success.
- The childminder has high expectations for children's behaviour. She encourages them to take turns with resources. The childminder uses lots of targeted praise, such as 'that's really good sharing.' As a result, children behave well.
- The childminder encourages children to make choices. For example, children choose whether they would like an apple or a satsuma for snack. This supports children to become more confident and develop a sense of self.
- The childminder promotes good health and hygiene practices. She encourages children to wash their hands and washes her own before handling food. The childminder encourages children to eat from a plate and to eat one piece of fruit at a time. This supports children to understand how to keep themselves safe and healthy.
- Parents speak positively about the childminder and the 'homely' environment that she provides. They state that she is 'good at her job', and they would happily recommend her to friends and family. Parents particularly like that their children attend a range of outdoor activities, such as walks in the woods and outdoor playgroups. Parents feel well informed about their children's development.
- The childminder completes some online training. However, she does not yet use evaluations of her practice accurately enough to identify areas for development. This means that continual professional development is not targeted effectively to ensure swift improvements to practice.
- Generally, children participate in activities and are motivated to learn. However, during some activities, the childminder uses a device to play videos and songs for children. This distracts children and prevents them from being fully engaged in learning. Furthermore, the childminder plays videos at the dining table while children eat lunch. This does not promote healthy messages about screen time and does not encourage children to develop an understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities and is committed to keeping children safe. She ensures that her premises are safe and suitable for children. The childminder knows the possible indicators that a child is at risk of harm. She confidently recognises the signs of abuse. The childminder understands the actions to be taken if she is concerned about a child's welfare. She knows the procedures to be followed, in line with local safeguarding procedures. This includes the correct procedures to be followed in the event of an allegation been made against her or another adult in the home.

What does the setting need to do to improve?

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

- improve the delivery of the curriculum to ensure learning intentions for all children are being met
- help children to use and hear the correct pronunciation of words to extend their language skills further
- identify and access professional development opportunities to strengthen knowledge and teaching practice
- promote consistent messages about healthy lifestyles by limiting children's screen time to ensure that it does not impact on children's engagement in learning.

Setting details

Unique reference number	2592229
Local authority	Kirklees
Inspection number	10251274
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 2
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Denby Dale. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Natalie Stringer

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 provision.
- The childminder showed the inspector around the premises and discussed how she ensures that it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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