

Childminder report

Inspection date: 28 June 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's care. They enjoy a safe, well-equipped environment where they can lead their play and learning. Children spend time in the local community. They visit charity shops so they can choose their own resources, such as hats and bags for dressing up. They visit the local library where they choose their own books. Children attend playgroups where they start to develop the social skills in a larger group, ready for the eventual move to school.

Children enjoy play and learning in the outdoors every day. They have regular trips to local woodlands and parks. They learn to risk assess and to develop their physical skills using large equipment. They observe how the environment changes with the seasons and collect natural objects to use in activities.

Children behave well. They are kind to each other and laugh as they play together. Children listen to stories that help them to understand their feelings and emotions. They talk about things that make them happy or sad, or when they are nervous. They discuss things that might make them angry, such as not sharing toys or having a turn on the swing. Children learn to manage setbacks and build on their resilience. As a result, they are prepared well emotionally, for the next stage in their learning.

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

- The childminder has a clear curriculum that considers what children already know and can do. She works closely with parents to identify children's interests, starting points and their next steps in learning. For example, the childminder encourages children to work out the right way to put on their wellington boots. At mealtimes, children wash their hands using soap and water. They learn how to use knives safely to cut up their strawberries.
- Overall, the childminder teaches early mathematics well. She talks to children about dividing an object into halves and quarters. Older children begin to understand measurements. The childminder shows them that their tube has millilitres, and the measure goes up to 100. However, the childminder does not effectively support children's understanding of time. For example, she tells children that snack time will be in five minutes, but they have no way of clarifying how long that is.
- The childminder gives children time to explore. They are creative, imaginative, and keen to learn more. In the main, she observes them carefully and identifies areas where she might extend their learning. However, the childminder is not always perceptive to children's independent investigations during their play. For instance, she misses the opportunity to explore a children's curiosity and challenge their thinking about why they cannot transport water from one tray to

the next using a colander.

- The childminder promotes cooperative play. She is enthusiastic, joining in and modelling play for children. Children shriek and giggle as they re-enact 'The Three Billy Goats Gruff' story using wooden planks and crates to make a bridge. They relish in the challenge of climbing the ramps and balancing. They learn how to jump off an object safely using both feet. This promotes children's physical development and self-confidence.
- The childminder helps children to develop their language and communication skills highly successfully. During story sessions she gives children time to join in with familiar refrains, pausing so they can explain what is happening in the story. Children show high levels of concentration and attention. They use repetitive language and words they may not come across in everyday life, such as 'velvety'. This helps children build on their vocabulary.
- The childminder has good working relationships with parents. Each term the childminder sends home activities for parents to complete with their children. For instance, they are completing the '30 days wild' project, where parents have collected natural objects with their children, who then brought them into the setting to talk about together. This reinforces the links with learning at home. Parents describe the childminder as calm, caring and professional. They say their children grow in confidence and come home each week with new songs and words.
- The childminder keeps up to date with training. She demonstrates a strong commitment to continual professional development, and conducts her own research to increase her knowledge. For example, the childminder wanted children to be more interested in the natural world. She shows them ants in the garden and how fast they move. There is a corner in the garden that always has spiderwebs and children look to see if there are spiders there.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough understanding of the signs that indicate a child might be at risk from harm or abuse. She knows the procedures to follow if she has concerns about a child or an adult. The childminder understands that children's information should be kept and managed confidentially. She conducts independent research and attends training to keep up to date with safeguarding training and local issues. The childminder has a good understanding of child protection issues, such as honour-based violence and county lines. She ensures that she knows what services are available to those who might be experiencing abuse, such as domestic violence.

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 promote children's understanding of mathematical concepts more effectively, particularly in relation to time
- be more perceptive to children's independent investigations during their play, and take advantage of their curiosity to challenge their thinking further and fully explore what they already know.

Setting details

Unique reference number	2594407
Local authority	Calderdale
Inspection number	10277268
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 January 2023

Information about this early years setting

The childminder registered in 2020 and lives in Halifax, West Yorkshire. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has qualified teacher status.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed how the childminder organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder about how she evaluates the provision.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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