

Childminder report

Inspection date:

23 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 secure in this warm and friendly setting. They have a good range of resources that meet their learning needs both indoors and outdoors. Children enjoying selecting from real life and natural resources as they play in the café.

Children's behaviour is good. The calm and consistent manner of the childminder ensures that the children have clear boundaries and good social skills. The children have lovely friendships. They are considerate of each other's differences, as they share and wait their turn. As a child expresses their sadness at being splashed with water by another child, the childminder helps them both to communicate with each other, and both are happy. The children are learning about the impact of their behaviour on others, helping them to become good members of society.

Children have a good attitude to learning. The childminder provides quality interactions that help the children to learn, and also celebrates their achievements. The children have strong attachments with the childminder and are confident to share their ideas and needs with her. They are confident communicators. The setting has children as its focus, and the children know that they are listened to.

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

- Independence skills are well supported in the setting. Children excitedly put on their own coats and boots as they go to play outside in the rain. The childminder offers practical support and encouragement. Children are praised for their achievements and are becoming increasingly independent in managing their personal needs.
- The childminder has a good knowledge of the children's learning needs. She shows a clear, ambitious intention for the children's learning, and provides quality interactions that have a positive impact. Children are all engaged in the café role play, as it provides opportunities in all areas of learning. Real money is used to extend mathematical skills. However, the childminder does not always recognise the challenges of meeting the needs of each unique child.
- Children are at the centre of all learning in this setting. They are provided with a routine that they know well, which results in them being secure. They are also able to make their own choices. 'Let's just dance!' says a child, as they happily display their dancing skills. Children are confident to express themselves and are beginning to understand their uniqueness.
- Children are confident communicators and have a good range of vocabulary. They are engaged as they listen to a known story. The childminder uses lots of descriptive language that the children repeat to consolidate their learning. They use words such as 'avocado' and 'guava' as they retell the story. Children are

developing a good vocabulary to express their views and needs.

- Families feel well supported by the childminder. They say that she has a steady, calm presence and works in partnership with them. She provides support when families face challenges, and knows the roles of professionals who can help. For example, she is currently liaising with the health visitor about toileting issues. The childminder knows the families well and can recognise the unique emotional needs of the children in her care. However, communication with the other settings that children attend is not yet fully established.
- Children benefit from a wide range of natural and real-life resources, both indoors and outdoors. The childminder has created an environment that is child friendly and uses items from everyday life. Children confidently select what they want to play with and transport the teacups with care and imagination. They say, 'I have made you a hot chocolate with Christmas sprinkles' and 'Be careful, it is hot!' Children are learning about the real world and how to be safe, while developing their imagination.
- Children are learning how to keep themselves healthy. The childminder understands her role to support the children's health needs, and provides healthy meals and snacks. The children choose their own pasta, sauce and vegetables as they chat about what they like and dislike. They are happy to try new tastes with the encouragement of the childminder. This helps them to extend their diet to include more healthy foods. The children enjoy stretching and moving their bodies as they copy the childminder.
- For her own learning, the childminder works in partnership with the local authority support team, who visit regularly. This helps her to reflect on her practice and to develop her skills to meet the learning needs of the children, such as training in 'dental health'. The practice and the knowledge of the childminder continues to build and improve over time, enhancing the learning experiences of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She is able to identify the signs and symptoms that may indicate a child is at risk of harm or neglect. She knows the agencies to contact if she has a concern. The childminder knows her responsibility to keep her training up to date and has completed additional safeguarding courses to further enhance her knowledge. The childminder has a good knowledge of the 'Prevent' duty and her responsibility to keep children safe from radicalisation. The childminder ensures that a safe environment is maintained and completes regular risk assessments. She has a good knowledge of how to keep children safe and healthy. She models safe practice as she teaches the children how to wash their hands before eating food and after going to the toilet.

What does the setting need to do to improve?

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

- develop knowledge to ensure that all children are challenged, and ensuring that learning is extended at the same level for all children
- ensure that communication with other providers is established, to share information about children.

Setting details

Unique reference number	2597944
Local authority	Calderdale
Inspection number	10251472
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 Sowerby Bridge, West Yorkshire. She operates all year round, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She offers funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Debbie Crookes

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 and inspector discussed the learning environment, routines and how they meet the learning needs of the children.
- Children spoke to the inspector throughout the inspection.
- The inspector observed the interactions between the children and the childminder.
- The inspector observed the childminder's practice and discussed the learning needs of children.
- The inspector spoke to parents and considered the written information provided by them.
- The inspector discussed safeguarding with the childminder.
- The inspector viewed key documentation, including suitability checks and her paediatric first-aid certificate.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022