

Childminder report

Inspection date: 6 March 2023

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 and parents love this caring and nurturing childminding setting. Children arrive happy and motivated and settle very quickly. Children demonstrate enthusiasm and excitement for the day ahead. The setting is fully inclusive. Children with special educational needs and/or disabilities are supported very well. For example, targeted support plans are delivered with integrity. This ensures that children receive the right support at the right time. All children are making good progress and developing a range of skills that will prepare them for school and beyond.

The childminder has wonderful attachments with the children. She uses her knowledge of the children to develop unique programmes of learning for each child. Her plans are ambitious and build on her accurate assessments of what the children already know and can do. Parents are invited to regularly feed into these assessments. This ensures that parents are partners in their children's learning journey at the setting.

The childminder is a very positive role model. Children reflect this in their behaviour. They consistently treat their friends, and the adults who care for them, with respect and kindness. For example, two-year-old children find one another's belongings and kindly offer them to their friends. These positive, warm relationships make children feel extremely safe and secure at this inviting setting.

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

- The childminder supports children to develop their own ideas. For example, children independently create a game with wooden spoons and balls. They carefully balance the balls on their spoons and then decide to use the spoons to bat their balls. The childminder swiftly extends the activity by introducing a large bowl for the children to use as a target. The children delight in the activity, which helps them develop their core strength, spatial awareness and hand-to-eye coordination.
- The childminder develops a number of professional relationships, including with teachers at the local school. For example, teachers visit children at the setting before they start Reception Year. These networks mean that children are supported well and have the best start at their new setting or school.
- The childminder implements daily activities that, on the whole, work well. However, there are times when children become less interested and engaged in what they are doing. The childminder has not fully reflected on how she can maintain a consistent, high-quality learning experience for children at all times of the day.
- The childminder is able to swiftly identify any developmental delays children may

have. She knows how to refer for additional support and has developed a number of strategies and activities to help children make good progress in their speech and language. For example, she breaks down sentences, uses clear language and reinforces with sign language and gestures.

- Children are becoming increasingly independent. They are encouraged to persevere and try things in different ways. For example, children find their own shoes and coats and are encouraged to try to put them on by themselves. They show high levels of focus and resilience as they engage and keep on trying. Children are developing confidence and are building good levels of self-esteem.
- The childminder weaves mathematical language and learning into all aspects of the day. For example, children enjoy digging up mud with small spades. The childminder encourages the children to think about how small their spades are and suggests they could find bigger spades. Children quickly find the 'bigger' spades. This helps them with their task. The childminder links this to their current learning about size.
- Children's speech and language development is supported very well. The childminder enthusiastically joins in with children's play and models language. Children benefit greatly from these high-quality interactions. Children have numerous opportunities to sing and join in with poems and rhymes. They anticipate what comes next and join in with familiar refrains.
- Children benefit from a wealth of experiences, both inside and outside of the setting. They regularly take trips into the local community and into Halifax. For example, they have visited a local hall and the city library. They regularly enjoy woodland walks and visit local parks and green spaces. Children are learning about different communities and the world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe in her care. She has a good understanding of safeguarding issues and is alert to the signs and symptoms of abuse. She knows the process to follow to report concerns about a child who may be at risk of harm. 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:

- review practice to ensure that children are fully engaged and that learning opportunities are maximised throughout the day.

Setting details

Unique reference number	2606265
Local authority	Calderdale
Inspection number	10260075
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Southowram, a village outside of Halifax. She works with another registered childminder and operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. The childminder receives free early education funding for children aged two, three and four years old.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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