

Childminder report

Inspection date: 25 April 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 are happy and safe in this welcoming and homely environment. They choose what they would like to do from the resources and experiences on offer. Children show positive attitudes towards learning. They persist at activities for extended lengths of time as they develop their knowledge and skills. For example, children spend a long time building with magnetic tiles. They explore mathematical concepts, such as size, colour, pattern and shape. Children show a great deal of pride in their accomplishments and revel in the positive praise that they receive from the childminder. The childminder is a good role model and has high expectations for all children's learning and development. Children have secure attachments with the childminder and enjoy their time in her care. They are confident individuals who have good social and communication skills. Children eagerly share their experiences with the childminder. They talk about recent holidays and trips to the forest.

Children are kind and considerate. They behave well and show respect for the environment and resources. Children enjoy helping the childminder and carrying out simple tasks. For example, they help to prepare snack and tidy away the toys that they have been playing with before moving on to the next activity.

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

- The childminder knows the children she cares for very well. Overall, she plans her curriculum well to support their individual learning needs. The childminder finds out what children already know, understand and can do and plans experiences to help them to develop further.
- The childminder teaches children about different people, the world around them and nature. Children enjoy daily outings into the local community. For example, they visit the library to join in with song and rhyme time and go for walks in the local woods and parks.
- The childminder recognises that her outdoor area is not suitable and readily accessible for children. Occasionally, this impacts on children's ability to extend their learning outside. The childminder has extensive plans to further develop her outdoor area in the future.
- The childminder wants children to be as independent as possible. She teaches them how to do things for themselves. Children meet their own self-care needs, such as dressing themselves, washing their hands and helping to prepare snack.
- The childminder has strong relationships with parents and there is a good two-way flow of communication. The childminder shares what children are doing and learning in her setting with parents and asks about children's home life and experiences. She offers parents advice about how they can further support their children's learning at home.

- Parents are very happy with the high level of care their children receive. They praise the childminder's patience, kindness and positive relationships that she has with their children. Parents are happy with the routines and activities that the childminder provides to help their children to make progress.
- Overall, the childminder successfully supports children's communication and language skills. She constantly talks to children about their experiences, introduces new vocabulary and repeats words so that children can hear the correct pronunciation. However, at times, the questioning techniques used by the childminder do not allow children to think and extend their communication skills fully.
- Children develop a love of stories and books. They listen carefully as the childminder animatedly reads familiar stories. Children chat about the characters in the book and join in with key phrases from the story.
- The childminder continually reflects on her setting and the opportunities that she provides for children. She regularly seeks the views of parents and makes improvements to aid children's learning and development.
- The childminder keeps up to date with mandatory training, such as safeguarding. She completes online training and attends webinars to keep her knowledge and skills current. The childminder has plans to complete some outdoor training to further support children's learning in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep the children in her care safe. She carries out regular checks of her environment to ensure that it is suitable for the children who attend. The childminder teaches children to keep themselves safe through gentle reminders and guidance. For example, she has discussions with children about how small parts can be dangerous to babies and toddlers. The childminder is aware of the signs that might indicate a child is at risk of harm. She knows the correct procedures to follow and who to contact should she have any concerns about a child's safety or well-being.

What does the setting need to do to improve?

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

- develop the curriculum in the outdoor area to further support and extend all children's learning
- develop questioning techniques to fully support children's thinking and communication skills.

Setting details

Unique reference number	2615864
Local authority	Kirklees
Inspection number	10281048
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 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Cleckheaton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Clare Cotton

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 setting.
- A joint observation of an activity was carried out by the childminder and the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her setting and her curriculum intent.
- The inspector viewed some documentation, including evidence of suitability checks and paediatric first-aid training certificates.
- The inspector looked at written feedback from the children's parents and took account of their views and opinions about the setting.

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 2023