

Childminder report

Inspection date:

6 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the exceptionally warm, welcoming and homely environment the childminder provides for them. They build excellent relationships with the kind and caring childminder and her assistants. Children display high levels of confidence and self-esteem and demonstrate that they feel safe and secure in their care. Children come into the setting excited and eager to participate in the wide range of activities the childminder plans for them.

The childminder and her assistants have exceedingly high expectations of children's behaviour. They act as extremely positive role models with their sensitive and nurturing approach. They teach children about their different feelings and emotions through singing songs and playing games. Children benefit very well from this as they learn how to communicate their feelings and be considerate towards others. Consequently, children are able to resolve conflicts quickly and with little support from adults. This helps to prepare them well for their eventual move on to school.

Children benefit from the rich learning experiences and ambitious curriculum the childminder plans for them. They immerse themselves completely in activities led by adults and show high levels of curiosity in their learning. For example, children develop a deep understanding of the natural world around them as they learn about why it snows. Younger children listen intently to the childminder's assistant and children as they talk about the snow and how it feels on their body. Older children confidently answer questions about what they need to keep themselves safe and healthy while playing outdoors in the snow. Children have excellent opportunities to learn a wide range of vocabulary, which helps to prepare them well for their future learning.

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

- Partnerships with parents are highly effective. Parents are very complimentary of the childminder. They make comments about the excellent levels of progress their children make at the setting. Parents feel fully included in making decisions about what their children learn next. They give high praise to the level of support the childminder gives them to further support their children's learning at home.
- The childminder has implemented effective procedures for carrying out the progress check for children aged between two and three years. She includes parents in these assessments. The childminder discusses any gaps emerging in a child's development and links parents to external professionals for further support and advice, where required. This helps to ensure that children receive the individual support that they need from the earliest point.
- The childminder plans a wide range of learning experiences and activities that

precisely target children's individual learning needs and interests. She regularly carries out assessments and meticulously monitors the levels of progress children make. The childminder takes prompt action to address any areas where children require additional support. As a result, children make rapid progress and any gaps in their learning begin to close quickly.

- The childminder and her assistants are skilled in supporting children to develop their communication and language skills. They provide a language-rich environment, which helps children build a wide range of vocabulary. They ask children questions to further extend their learning and give them the space and time that they need to respond. For example, they encourage older children to talk about what they are doing and why during their play. They speak clearly and encourage younger children to repeat keywords and phrases during their play.
- Children develop a love of reading. They thoroughly enjoy spending time listening to stories. The childminder uses excellent questioning skills to encourage toddlers and older children to participate in retelling familiar stories. Younger children sit for long periods looking at their favourite picture books with support from the childminder and her assistants.
- Children show exceptionally high levels of independence in managing their own personal needs, particularly in relation to their health and self-care. For example, babies learn how to clean their own hands and feed themselves extremely well. Toddlers and older children learn key skills, such as how to wash their hands thoroughly, and they help to prepare their own meals. Children help to clear away their plates and drinking beakers, which helps to prepare them well for their future move on to school.
- The childminder carries out regular supervision sessions with her assistants to help continually drive improvements. The assistants comment positively about the level of support, coaching and mentoring that they receive from the childminder. For example, they regularly carry out peer observations to evaluate their practice and share ideas and suggestions to maintain the high standards for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a clear understanding of child protection issues, including wider safeguarding concerns. They are clear on the signs and indicators of abuse. They know how to respond to concerns about a child's welfare and in the event an allegation is made. The childminder is highly reflective of her practice. She regularly attends networking meetings with the local authority and carries out her own research online to help keep up to date with any changes. The childminder shares key information with her assistants to support their continued professional development. She carries out daily risk assessments to ensure that all areas of the premises children access are safe and secure.

Setting details

Unique reference number	2628033
Local authority	Kirklees
Inspection number	10295625
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 11
Total number of places	18
Number of children on roll	37
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Mirfield. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She employs three assistants, who all hold relevant qualifications at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder/assistants and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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