

Childminder report

Inspection date: 27 July 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 play in a converted ground floor space, which is for childcare use only. The childminder makes sure that the environment is welcoming, clean and secure. For instance, the setting has closed-circuit television, intercom entry and shutters. This helps to keep children safe at all times. Children have free-flow access to outside play and transition between play spaces with ease. They explore resources of interest and choose their own play. The childminder has positive relationships with children and their families. Children are content. They confidently engage with activities of their own choice. The childminder models positive relationships. Her interactions are warm and clear. She enthusiastically narrates as children play.

Children engage well with the childminder and one another during their play. The childminder encourages children to wash their hands after using the toilet and before eating snack. Children cooperate with care routines and demonstrate a sense of self-care. The childminder supports children as individuals. Children accept support when creating models, playing with play dough and choosing mark-making resources. They show confidence during their play and care routines. Children try and are willing to have a go at activities, which helps to prepare them for later education. Children born during the COVID-19 pandemic have settled and are thriving. They look forward to attending the childminder's setting and show a willingness to learn.

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

- The childminder's curriculum enriches children's experiences. She makes sure that she follows children's interests. For example, the childminder provides a veterinarian role-play area to engage children in their play. Children share their own thoughts and ideas and practise their communication and social skills. The childminder enhances resources to include pet shops with pretend tills and money. This builds on what children already know, supporting their development and their understanding of the world.
- The childminder plans local outings to help children to be a part of their community. Children visit play centres, the train station and local shops. They recall past events while looking at photos displayed within their home corner, describing play centres as 'spooky and smelly'. Children discuss facts about differences in environments, such as seeing bananas growing on trees. These real-life experiences help to promote children's confidence in new situations, deepening their knowledge of the world.
- The childminder promotes positive health and care practices. Children eat a selection of fresh fruits for snack, such as strawberries, banana and apple. They talk about their favourite fruits and about fruit being 'healthy'. Younger children are given pieces of fruit chopped into smaller pieces. The childminder comments

on routines and makes her expectations clear to children. As a result, children are able to follow instructions, and they show patience and take turns.

- Children care for others, demonstrating positive relationships. Their behaviour is consistently positive. Children are well mannered and polite. The childminder promotes children's friendships and kindness when they play. Children engage with one another with respect, as modelled by the childminder.
- The childminder uses seasons and festivals to support children to learn about the world around them. She sets up activities, such as a beach-themed tray with shells and sand, for children to explore. The childminder includes books and purposeful resources to promote learning opportunities, such as magnetic letters and fish with hooks. However, the childminder does not consistently deploy her assistant effectively during planned activities. As a result, younger children struggle to maintain concentration; they become distracted and abandon activities.
- The childminder makes observations and reviews children's development. She identifies gaps in children's development early. The childminder encourages children to count during their play. However, she does not consistently take account of what individual children need to learn next in all aspects of mathematics.
- Parents praise the care the childminder gives to their children. The childminder offers settling-in sessions, which are flexible and individual to each child. Parents are supported to help children with their next steps in development.
- Children learn to overcome fears. For example, they hold and care for stick insects. Families join the childminder to celebrate achievements during feedback sessions. The childminder offers seasonal parties to celebrate festivals and bring families together. Parents demonstrate full support for the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of how to promote the welfare of children. She understands her duty to safeguard all children. The childminder knows how to liaise with relevant professionals. She keeps her safeguarding training up to date. The childminder stores all details securely. She records and reviews accidents and incidents. The childminder discusses the types of abuse, including the signs and symptoms, with confidence.

What does the setting need to do to improve?

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

- plan more carefully to strengthen children's outcomes in mathematics
- deploy staff and plan activities more effectively to support children's learning at all times.

Setting details

Unique reference number	2634417
Local authority	Calderdale
Inspection number	10288829
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 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Brighouse. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a degree in early years and also holds early years teacher status. She employs an assistant for support when needed. The childminder provides early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Charlton

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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