

Childminder report

Inspection date: 18 March 2024

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 settled in the care of this kind and caring childminder. The childminder develops positive relationships with children and their families. Children enjoy being in her company and feel safe and secure. The childminder encourages children to keep on trying when faced with challenges. She praises children for their efforts. Children have a positive attitude to their learning. The childminder is a positive role model for children. Children learn to use their manners and say 'please' and 'thank you'. Their behaviour is good.

The childminder plans a mix of child-initiated and adult-led learning. She considers children's interests in her plans. The childminder introduces different festivals and celebrations. Children go on visits to the park and in the local community. This helps children to develop an understanding of the world around them. The childminder plans children's individual next steps in learning. She builds on the skills children already know and can do. For example, the childminder supports children to develop their physical skills. She supports young children to learn to walk confidently and put shapes in the shape sorter. Older children learn to manage their bodies as they climb up slides and learn to roll a hoop down the hill. They use a range of mark-making tools. Children make good progress.

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

- The childminder plans the environment so that resources are easily accessible for children. This allows children to access their own learning and develop their independence skills. The childminder develops children's independence skills further by encouraging them to develop their self-help skills. For example, she encourages children to put their coats and shoes on and use the toilet independently.
- Children enjoy listening to familiar stories, rhymes and songs. The childminder ensures that a range of books are available for children. She links stories to the activities she plans. For example, after completing an activity on oral health, the childminder reads a story about a child cleaning their teeth. She takes children to the local library. The childminder sings to young children as she changes their nappies.
- The childminder promotes good health and hygiene practices. Children enjoy fruit at snack time and have water to drink. The childminder helps children to develop an understanding of healthy eating. Children confidently talk about foods that are not good for their teeth as they complete an activity to develop their understanding of oral health. Children practise brushing teeth on a dental teeth model. They then use their own toothbrush to brush their own teeth.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The childminder works effectively with outside agencies to plan

children's next steps. Parents report the childminder is very inclusive and is flexible in meeting their child's individual needs. The childminder uses additional funding to meet the individual needs of children in her care.

- The childminder introduces mathematical language in children's play. She models the words of size, shape and colour. The childminder asks children if they are going on the 'big', 'medium' or 'small' slide. Children confidently say they are using the 'medium' slide. Children are confident counters. They count objects beyond 10. However, the childminder does not always use these opportunities to develop their understanding of larger numbers. This means that sometimes children do not make as much progress as they are capable of.
- Children develop their imagination skills. The childminder provides activities to encourage children to use their imaginations. She encourages children to make objects from play dough. Children make different coloured flowers and explore what happens when they mix the different colours of play dough. The childminder extends this learning and offers paint for children to experiment with mixing different colours.
- The childminder understands how to keep children safe. She has risk assessments in place to ensure that the environment is safe and secure. Children do not have access to the internet while with the childminder. However, the childminder has not considered further ways to support parents and children to learn and understand how to use digital technology safely.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support older children to extend their mathematical knowledge, particularly when counting beyond 10, in order to raise their achievements to an even higher level
- support children and families to learn and understand how to use digital technology safely.

Setting details

Unique reference number	2637959
Local authority	Calderdale
Inspection number	10332862
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 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 2021. She lives in Halifax West Yorkshire. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for family and bank holidays. The childminder holds a relevant childcare qualification at level 3. She works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Miriam Caldecott

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 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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