

Childminder report

Inspection date: 20 May 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

The childminder provides an enjoyable and welcoming environment, where children feel safe and happy. She is warm and friendly and a good role model for the children. Children form secure attachments with the childminder and her assistant. This is evident as children go to them for comfort and reassurance when needed. Children receive consistent praise which helps to support their self-esteem and confidence.

The childminder and her assistant implement a broad and challenging curriculum. The childminder regularly assesses children's development and progress in order to identify what they need to learn next. Children benefit from a wide range of learning experiences that capture their interests and supports their development. For example, they visit the local community and playgroups to interact with other children to support their social skills.

Children demonstrate positive attitudes to their learning and are curious as they find out how to do things. For example, when balancing on equipment outside and the planks of wood fall off, the childminder and assistant guide them by asking questions to try and find out if they know how to fix this. They confidently share their solution, and the childminder encourages them to do this for themselves. This supports their independence and problem-solving skills.

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

- The childminder educates children so that they learn where their food comes from, and how to care for plants and vegetables. Children help to grow crops, such as broccoli and peas, which when harvested are used to cook with. They nurture the growth of sunflowers, watering them so they grow. This helps children develop a positive relationship with food and to learn purposefully about growth.
- Younger children learn to differentiate between sizes as the childminder encourages them to select bigger or smaller bricks. They show a good understanding and prior learning as they use words, such as 'long', 'tall' and 'short' as they build towers. Children are acquiring early mathematics knowledge in preparation for later learning.
- The childminder supports children's communication and language. She speaks slowly and clearly, repeating words back to them so that they can hear how to pronounce words correctly. The childminder and assistant ask questions to extend conversations. This helps to develop children's language skills.
- The childminder promotes children's independence well. She encourages them to tidy toys away and to take care of their personal belongings. Children put their own shoes on and tend to their own physical needs. They develop the necessary

skills in readiness for their eventual move on to school.

- Parents are happy with the care their children receive. They say that communication is frequent, and the childminder provides lots of detail about their child's development. Parents state the children enjoy a diverse range of activities the childminder offers, including many trips out.
- The childminder and assistant promote children's love of books. They engage children through frequent opportunities to choose and share books from her wide range of resources. The assistant reads with clear expression and builds children's anticipation, for example, they follow a story about how many animals can fit into the house.
- Partnership working is strong. Parents receive regular updates about their children's time with the childminder. They receive advice on how to support their children's learning at home. Links with the local authority and with external professionals are built on trust and respect.
- Overall, children behave well. The childminder supports children to understand their behaviours and reminds them of the rules to follow. However, there is a slight weakness in how the assistant supports all children to understand what behaviour is acceptable. Therefore, during activities, some children occasionally interrupt other children's learning. The childminder recognises the assistant needs support in this area.
- The childminder regularly evaluates her setting to ensure that she provides children with the best possible learning experiences. She keeps her training up to date and regularly attends a range of online webinars and courses. She has recently identified she would like to undertake more training to broaden her knowledge of children with special educational needs and/or disabilities. This aims to help her to develop her practice even further.

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:

- strengthen processes for supporting the assistant to help identify and address minor weaknesses in supporting children's understanding of the expected behaviour.

Setting details

Unique reference number	2659589
Local authority	Calderdale
Inspection number	10333081
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Mytholmroyd. She occasionally works together with an assistant. She operates Monday to Thursday from 8am to 5.30pm. The childminder holds a level 6 qualification in early years. The childminder provides funded early education for two-, and three-year-old children.

Information about this inspection

Inspector

Julie Dent

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 areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's and assistants documents, including evidence of training and the suitability of those living on the premises.
- The inspector viewed written feedback from parents to gather their views.
- The childminder joined the inspector for a joint observation.

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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