

Childminder report

Inspection date: 24 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

Children are confident, happy and settled in this home-from-home, stimulating environment. They build secure relationships with the kind and caring childminder, who knows them well. This is evident as children snuggle in closely to the childminder as she reads them a story. This means that children settle quickly and display high levels of self-esteem and confidence.

Children are highly motivated to learn and confidently explore the resources and activities on offer to them. They concentrate well and receive good support from the childminder to complete their activity. For example, children learn about sun safety as part of their spring theme. They use cardboard props to discuss applying sun cream and drinking plenty of water. The childminder extends learning and challenges the children through questioning. All children make good progress in their learning.

Children behave well. They are kind to each other and display lovely manners unprompted, such as by saying please and thank you. The childminder has high expectations and acts as a positive role model. She offers the children consistent praise and encouragement for their efforts. For instance, children are rewarded with stickers and stamps for their good behaviour, leading them to be happy with their achievements.

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

- The childminder's curriculum is based on children's interests and offers a balance of child- and adult-led activities. She collects detailed information from parents when children first start. She uses this information alongside her own observations to plan activities and experiences that support children's learning and next steps. For example, children who are learning to take turns and share are provided with regular opportunities to practise these skills. The childminder offers consistent reminders and guidance to children.
- The childminder supports children's communication and language very well. She provides clear commentary about what they are doing and engages children well in conversations. The childminder skilfully builds silence into her own communication to allow children the time they need to respond. Children have access to a range of books and enjoy being read to each day. The childminder sings to children throughout their play and children are enthusiastic and join in. This helps to develop children's language skills.
- The childminder reflects on and evaluates some areas of her practice to promote continuous improvement. For example, she has recently introduced targeted language activities for children. The childminder completes the training that is required as part of her registration, such as paediatric first aid and safeguarding.

However, she has not targeted her own professional development to enhance her knowledge and skills to raise the quality of education to a higher level for all children.

- Children demonstrate impressive levels of independence for their age. They explore their environment independently and engage in their chosen play. Children eagerly get ready for the garden, putting their own wellies and coats on. The childminder supports children to safely use utensils to prepare and chop their fruit at snack time. Children independently use the toilet and wash their own hands. This prepares children well for their next stage of learning, such as school.
- Children enjoy exploring their local community. They enjoy regular trips to local parks and farms to see the animals. The childminder plans some activities to help children learn about the world they are growing up in. For example, she plans some activities to mark some well known festivals, such as Chinese New Year. However, the childminder does not plan sufficiently in her curriculum for children to learn more about the wider world and the diversity that exists within modern-day Britain.
- The childminder works hard to promote a positive relationship with parents. Parents appreciate the daily photos and conversations about their child's day. The childminder fully supports parents with home learning. For example, she has recently sent home reading books and flashcards to help support children's early language development. However, the childminder does not engage with other settings that children attend. This does not fully promote consistency in children's learning.

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:

- undertake professional development opportunities to identify gaps in skills and practice that will raise the quality of education for all children
- broaden the curriculum to support children to learn about people and communities different to their own and develop their understanding of diversity
- develop partnership working with other settings that children attend to ensure that there is continuity in their care.

Setting details

Unique reference number	2660788
Local authority	Kirklees
Inspection number	10347114
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 3
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 2022 and lives in Dewsbury. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 2 early years qualification.

Information about this inspection

Inspector

Jennifer Cowton

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 areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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