

Childminder report

Inspection date: 11 June 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 takes time to get to know and understand the children in her care, so she knows how to help them develop and learn. She considers activities and resources that are of interest to the children and that support their development effectively. For example, babies are able to play with edible sand that provides them with opportunities to develop through sensory play and exploration. The childminder also considers children's next steps for learning and what she must do to support these. The childminder encourages positive behaviour by praising children for their efforts and achievements and supports their understanding by having clear rules for the setting.

The childminder works hard to create and maintain secure attachments with the children in her care. These enable children to feel safe and secure. The childminder also provides consistent daily routines for babies that also support their development and feelings of security. Children are confident in their learning, and they show enthusiasm to explore the home environment. They are provided with opportunities to engage with various toys that provide stimulation. For example, babies are able to develop their gross and fine motor skills by using the baby walker to move around the room, as well as playing with the stacking cups to support their grip. The childminder's outdoor area also provides opportunities for children to explore the natural environment where they are able to engage in planting flowers and seeds.

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

- The childminder uses language effectively to develop children's communication skills. She does this by talking to children continually, exposing them to a range of words that helps to develop their understanding. For example, the childminder uses words such as 'scoop' and 'sticky' when playing with the edible sand. This promotes children's range of vocabulary and language skills.
- The childminder has a good awareness of how younger children, including babies, learn. However, through discussion, she is less secure in her knowledge of how the curriculum is implemented with older children to further extend their learning.
- The childminder works in partnership with parents to provide care and education for their children. For example, the childminder discusses children's needs and interests before they come to the setting so that she understands how best to support them. Parents report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder and that they value the variety of activities that is provided.
- Babies' development is supported and challenged with the rotation of resources that promotes their memory and thinking skills. For example, the childminder

regularly swaps resources to provide young children with further stimulation. This also helps to embed learning as children are able to practise their skills on a variety of resources and equipment.

- The childminder uses her knowledge of the children in her care, as well as her knowledge of child development, to further consider their development and progress. For example, the childminder reports on how she organises and arranges her indoor environment, in order to promote babies' curiosity and inquisitive nature. This results in babies developing their self-confidence in exploring their surroundings.
- The childminder takes children on regular outings, including to parks, the Yorkshire Wildlife Park and Canon Hall, where the children are able to engage in a range of activities, such as climbing, running and jumping, as well as craft activities. The outings also support children's awareness and knowledge of animals and how to care for them.
- The childminder offers encouragement to support children's self-confidence and responds sensitively to their individual needs. Children demonstrate warm supportive relationships with the childminder and show affection for her. For example, when babies become frustrated and distressed, the childminder understands immediately what they want and acts on this by providing them with food and quiet time for naps.
- The childminder engages with various agencies and services to seek further support for children who she has identified as requiring additional help with their learning and development. This is also done by working and collaborating with parents.
- The childminder engages in regular training to support her knowledge and understanding of various subjects, as well as her promoting her professional development. She uses this to further support her practice and enhance children's achievements.
- The childminder ensures that the setting is clean and hygienic and has good practices in place to reduce the risk of infections spreading. For example, children use individual hand towels when washing and drying their hands.
- The childminder has failed to notify Ofsted of required changes to her service, however, this does not impact on the care and education children receive.

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 knowledge of how the curriculum supports older children to make good progress in their learning.

Setting details

Unique reference number	2661691
Local authority	Kirklees
Inspection number	10339456
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 4
Total number of places	
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Holmfirth, West Yorkshire. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Marie Briggs

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 the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views, previously submitted for the purpose of the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- 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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