

# Childminder report

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Inspection date: 4 July 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder's home is welcoming and children play happily. They feel safe and secure, confidently and independently using the toys. Children pull boxes out and use cars on tracks or press buttons on the toy washing machine. The childminder has excellent relationships with children. They are very comfortable and engage in conversations. Children greet visitors easily and happily. They show their belongings and explain the colours of their water bottles. Communication and language is a focus for the childminder. She weaves this throughout the activities and play, asking questions and listening to their thoughts. Children thrive in their expression and happily talk to their friends, saying, 'it's your turn next' as they pass the bubble machine to each other. Fun and happiness is important to the childminder, as children squeal with delight when blowing bubbles outside.

The childminder creates a good balance of healthy lifestyles. She provides opportunities for children to be outdoors in her garden or the local woods. Children enjoy meeting the local community at the church playgroup or walking to the local school. The childminder supports opportunities for risky play. Children enjoy being creative with ways to come down the slide and using safe knives to cut their bananas for snack.

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

- The childminder is knowledgeable about the children, what skills she is working on next and the importance of observing the children. These observations inform her planning and next steps in learning for children. The childminder has clear aims for the curriculum, including promoting children's independence and communication skills.
- The childminder creates links with professionals, to be able to support the children well. She shares this information with parents and gives advice when required. The childminder shares information with parents about important safety topics, such as internet safety.
- Children are very physical in their play and the childminder focuses on gross motor skills. They enjoy using the slide outside and going to the local play gym to be able to climb and roll. Children thrive in their physical skills as they climb stairs and pour water into paint pallets.
- The childminder promotes independence. Children are very successful in their self-care skills. They know when to wash their hands and older children are able to use the toilet independently. The childminder encourages children to do things for themselves. This includes peeling a banana and putting their own socks on.
- The childminder plans a variety of activities for older children. Activities engage older children well. The childminder has begun to build a curriculum for babies. However, more planning and curriculum development is needed to engage

babies and support further development and learning. The childminder has not yet fully explored further ways to include babies in daily activities, to extend their learning.

- Children engage well and have lots of fun, as they develop communication skills. They interact well with their peers and play alongside or together easily. The childminder reinforces good behaviour, as children practise turn taking and using their manners. Children are very well behaved and show respect for others.
- The childminder regularly evaluates her setting. This includes the environment and resources used to support learning. She evaluates the learning opportunities for children. This includes making adaptations to support development. However, the childminder does not include parents into the evaluation process. This would enable parents to have input into their child's learning and development.
- Children are confident, demonstrating their understanding of numbers and colours. The childminder weaves mathematics through play and learning. This helps to embed mathematical knowledge well for children.
- The childminder has a strong network of support and she prioritises her weekly well-being. She continues her development by professional reading, webinars and accessing childminder networks.
- The childminder supports children's understanding of the world. She discusses emotions through stories, such as the grumpy camel in the 'Dear Zoo' story. She talks about children's pets and where they go on holiday, such as what food they eat in Spain.

## 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:**

- continue to develop the curriculum for babies to ensure they have plenty of opportunities to interact and engage with learning
- explore how to involve parents in the evaluation of the setting, to further improve children's achievements.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2670398                                                                           |
| <b>Local authority</b>                             | Kirklees                                                                          |
| <b>Inspection number</b>                           | 10350577                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Huddersfield, West Yorkshire. The childminder operates all year round, except bank holidays and family holidays. She is open Monday to Friday from 7.30am until 5.30pm. The childminder holds qualified teacher status. She is able to offer funding places to two-, three- and four-year old children.

## Information about this inspection

**Inspector**  
Laura Fay Muranka

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder's 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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