

Childminder report

Inspection date: 13 September 2023

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 calm and kind childminder provides a safe and nurturing environment. As a result, children feel secure and happy in her care. The childminder supports children from a young age to understand the importance of kindness and sharing. Children enjoy receiving a 'high five' from the childminder when they show positive behaviours and attitudes. The childminder patiently guides children to make good choices in their behaviour. This helps them to begin to learn right from wrong and build good relationships with others.

The childminder plans daily circle-time activities to support children's communication skills. Children enjoy the routine of this activity and are keen to join in. They listen intently to the childminder as she sings rhymes and songs, and they begin to join in with some of the words and actions. The childminder clearly says key words that she wants children to learn. Children listen and repeat the words back. Consequently, children quickly learn to understand and say new words. The childminder provides further opportunities for children to use these newly learned words. For example, she reads familiar books and stories to children, who point at the pictures and say what they can see. This supports children to make good progress in their language development.

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

- The childminder finds out what children already know and their interests when deciding what she wants children to learn next. She then uses this information to provide new experiences or to build on children's existing knowledge. For example, she takes children to ride on the train or to visit the fire station. This supports children to learn about their community and the world around them.
- The childminder provides well-thought-out activities to engage children in their learning and work towards their next steps in development. For example, she supports children to develop their concentration skills as they spread glue onto paper to make a collage. However, on occasion, the childminder does not organise the learning environment in a way that fully supports children's independent play.
- The childminder encourages children to manage their own needs from a young age. For example, she helps children to learn how to use cutlery at mealtimes and wipe their own faces after eating. Children learn safe ways to climb up and down the stairs under careful supervision from the childminder. This supports children to become confident in their own abilities.
- The childminder is an excellent role model for children. She teaches children to say 'please' and 'thank you' and is respectful to their needs. For example, she explains to children what is happening next and respectfully asks for permission to change their nappies. This provides reassurance for children and helps them

to feel emotionally secure.

- Children benefit from regular outings outside of the childminder's home. This ensures that children receive fresh air and exercise. However, the childminder limits opportunities for outdoor play when staying at home. This is because the outdoor play space can only be used during dry weather. This does not fully support children who prefer to learn outdoors, even during wet weather.
- Parents and carers speak highly of the strong relationships that the childminder has with the children in her care. They say that she goes 'above and beyond' to ensure that children are happy and enjoy their time with her. The childminder provides parents with simple resources to help them continue their child's learning at home. For example, she sends home picture cards to support children who speak dual languages. This helps children to continue to make good progress in their development.
- The childminder regularly reviews her own practice. She considers ways to continually improve her skills and knowledge. For example, she is planning to complete a child development course. This ensures that the childminder is able to build further on the already good achievements made by children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by attending regular training. She refreshes her knowledge in between by completing training sessions on specific areas of child protection. For example, the childminder has recently updated her knowledge of the 'Prevent' duty. This ensures that she maintains good knowledge of child protection issues and can quickly identify any concerns about a child's welfare. The childminder provides a safe environment for children. She carries out daily risk assessments, identifying and removing any hazards to children. This keeps children safe in the childminder's home.

What does the setting need to do to improve?

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

- enhance the learning environment to further support children's independent play skills
- consider ways to organise and develop the provision for outdoor play to support children who prefer to play and learn outside.

Setting details

Unique reference number	2696105
Local authority	Kirklees
Inspection number	10309787
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 1
Total number of places	6
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 the Clayton West area of Huddersfield. She holds an early years qualification at level 6. The childminder is open Monday to Thursday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

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 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.
- Children communicated with the inspector during the inspection.
- 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.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents, carers and grandparents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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