

Childminder report

Inspection date: 18 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

Children are keen, eager and motivated to learn, actively encouraged by the childminder. Children are very independent and follow the familiar routines. The childminder encourages children to have a go at tasks and builds their confidence and self-esteem by praising their efforts.

The childminder knows the children well and has a good grasp of their abilities and how best to support them and build on their knowledge. The childminder actively encourages children to recall events and past experiences at the setting, which helps to ensure that knowledge is embedded. Children show an early love and appreciation of books and enjoy sharing these with their friends and the childminder.

The curriculum is ambitious and supports all children to make the best progress they can from their individual starting points. The childminder is extremely proactive in ensuring that children with special educational needs and/or disabilities (SEND) receive targeted support and early intervention. This ensures that they make the best possible progress in their development.

The childminder plans experiences that capture the children's interests, and she recognises their love of the outdoors. The children learn about growth and decay as they plant onions, grow sunflowers and learn more about the world around them.

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

- The childminder understands the importance of sequencing in learning. She ensures that key skills of focus are brought into learning experiences and that activities are tailored to children's individual next steps in learning. This helps to ensure that children acquire the necessary skills to support their transitions.
- The childminder engages in lots of conversations with the children and asks questions that challenge their thinking. Children are very keen to share their thoughts and ideas, and the childminder takes time to listen to all the children's contributions. However, children are not always encouraged to take turns to speak and to actively listen to others to further promote their communications skills.
- The childminder is quick to identify any gaps in children's learning and ensures that she is proactive in addressing these so that they do not widen. She is proactive in working in partnership with parents and getting professionals on board to offer any additional support that may be required. This also includes purchasing any additional resources that may benefit the children and their learning.

- Children enjoy a range of activities outdoors. They learn how to safely negotiate wheeled toys and equipment and enjoy learning more about the natural world. The children talk with excitement about how they rescued some frogspawn from drying out, by bringing it back to the setting. They tell the inspector about items they chose to include in making a 'good home' for the tadpoles, froglets and frogs to come. They chose logs for the frogs to sit on and hide under, as well as other items collected from their natural habitat. Children recall how they recently released some froglets 'back into the wild'.
- Children enjoy setting themselves challenges and construct with purpose. Babies and toddlers enjoy transporting construction bricks from one place to another, and they carry the task out from start to finish. Older children enjoy attaching bricks together to make familiar items, such as a pair of glasses. They design and create from their imaginations and concentrate well as they sort bricks by colour and length.
- The childminder works effectively with other childminders and assistants, and communication is effective. She attends regular training and has a keen focus on extending her already strong knowledge of how best to support children with SEND. The childminder is committed to continuous improvement. There is scope to build on the existing good practice by planning in time to better reflect on the quality of experiences for children. This includes considering what is being done well and what could be further improved. This will help to drive the setting from strength to strength.

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:

- consider further ways to encourage and support children's speaking and listening skills, particularly during large-group activities
- plan in time to better reflect on the existing good practice and quality of experiences for children at different times of the day.

Setting details

Unique reference number	2718201
Local authority	Kirklees
Inspection number	10341097
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	1 to 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Annette Stanger

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 the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the children about what they enjoy doing at the childminder's setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector looked at written feedback from parents.
- 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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