

Childminder report

Inspection date: 17 July 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 demonstrate they feel secure and settled in the childminder's care. They have close bonds with her. The childminder cuddles and comforts children when they need reassurance. She reflects children's individual care routines in the setting as she obtains information from parents about their children's routines at home. The childminder's schedules are flexible to accommodate the care needs of the youngest children, such as when they need to eat and sleep.

Children benefit from a calm and homely environment. They freely access a wide range of resources and toys that reflect their interests. This means that children can make choices about their play and learning. The childminder explains how children listen to music, and she sings familiar songs and rhymes with them. This promotes children's knowledge of sounds and supports their developing communication and language skills. The childminder describes how children play with interactive toys, which supports their understanding of early technology.

The childminder has high expectations for children's behaviour. She helps them to understand simple rules and boundaries using age-appropriate guidance. The childminder explains how she helps children to understand their emotions and the impact their actions have on others. This helps children to begin to manage their own behaviour. Children learn to be kind, share and take turns. The childminder helps to develop children's social skills and prepare them for the move on to school.

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

- The childminder completes effective risk assessments to identify any hazards to children. She ensures that any unchecked adults on the premises do not have unsupervised access to children. The childminder makes sure that children travel safely using age-appropriate car seats. The childminder knows the requirements for ratios and recording the times children attend. However, she does not always record the times children attend accurately, which means that it is not always clear which children are in her care at any one time.
- The childminder knows what she wants children to learn. She uses the information she gathers through observations to identify their emerging interests and next steps. The childminder plans learning experiences that support children to build on what they already know and can do. For instance, she explains how she encourages toddlers to develop their physical skills by rolling and throwing a ball.
- Written feedback from parents shows that the childminder keeps them informed about their children's learning and development through a regular exchange of messages and discussions. This helps parents to continue their children's learning at home. The childminder finds out children's next steps in learning

from parents and works with them to address any gaps in children's progress. She has arrangements in place for sharing information with other settings that children attend. This promotes continuity for children.

- The childminder encourages children to adopt a healthy lifestyle and good hygiene routines. She explains how she teaches children to become increasingly independent in managing their personal needs, ready for the move on to school. Children have opportunities to be physically active and spend time outdoors most days. Older children engage in sports, such as tennis and football. Younger children develop their physical skills when they climb, swing and slide using play equipment in the local park. The childminder explains how she teaches children to take appropriate risks and to begin to understand how to keep themselves safe.
- The childminder promotes children's early literacy. Children have access to a broad range of books. The childminder describes how she reads to children. She talks to them about the pictures and what they can see. The childminder explains how she encourages children to make marks using various tools. For example, they make patterns with pens on a whiteboard and explore the texture of paints.
- The childminder promotes children's early mathematics. Children learn to count during familiar rhymes, such as 'Round and Round the Garden'. The childminder explains how children use stacking cups to make towers and building blocks to create different shapes. She describes how children learn to solve simple puzzles and develop their knowledge of colours, shapes and sizes.
- The childminder engages with the local authority and conducts her own research. This helps the childminder to keep up to date with changes and current guidance.

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:

- improve the recording of children's attendance so that it is clear which children are in the childminder's care at any one time.

Setting details

Unique reference number	2720345
Local authority	Kirklees
Inspection number	10358266
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Huddersfield. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early years education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector discussed parents' feedback and working with different families with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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