

Childminder report

Inspection date: 11 November 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 knows the children well and has a good grasp of their abilities and how best to support them. The childminder works closely with parents to establish where their child is at in their learning and development when they first start. She uses this knowledge well to focus her support for children and to plan for their next steps in learning.

Children show an early love and appreciation of books, and this is actively encouraged by the childminder. They enjoy regular visits to the local library, and books are freely accessible to the children at the childminder's home. Children enjoy looking at books, both with their friends and the childminder, and they listen and engage well during story times. The childminder exposes children to a rich-language environment. She engages them in lots of conversation, asking them questions that challenge their thinking and encourage them to recall events and experiences to see if knowledge is embedded.

The childminder uses positive strategies to manage children's behaviour that are based on the children's level of understanding. She provides children with clear and consistent boundaries to ensure that they understand expected behaviours. Supported by the childminder, the children learn how to share and take turns and show a growing awareness of others' needs as well as their own.

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

- Children make good progress from their initial starting points on entry, and the childminder supports them to become confident and independent learners. The childminder understands the importance of sequencing in learning. She ensures that key skills of focus are brought into learning experiences.
- Children learn about the different sounds of a range of musical instruments. They explore how they can change the pace from fast to slow and loud to quiet as they shake the tambourines and twist the hand drums. They explore and finish off rhyming strings, such as the 'fox in the box', 'bat in a hat' and the 'snake eating cake'.
- Children are supported to learn simple addition as they count the different pieces of fruit on their plates and add together the mango and strawberries. Staff encourage children to count regularly during daily activities but, on occasions, staff take the lead rather than encouraging children to lead the counting.
- Children enjoy regular outings to local places of interest, including parks, play gyms and farms. Good use is made of public transport to widen children's experiences, for example as they travel by train. They enjoy recalling what they did and what they saw. These experiences also provide them with opportunities to socialise with others outside of the setting.

- Mealtimes are a social occasion, and the children enjoy healthy snacks that include fruit and vegetables. They make choices about which items they want and in what quantities, and they serve themselves. However, consideration is not given to supporting children to learn to drink from an open cup. Instead, all young children, regardless of ability, are given a two handled cup with a lid to drink from.
- Children have lots of opportunities to be physically active and to test out their abilities. At local parks, they climb, balance and jump off different equipment. They demonstrate good hand-eye coordination and good control during a range of activities. However, there are fewer regular planned opportunities for children to use wheeled toys to develop skills where they are required to pedal, manoeuvre and steer.
- The childminder continually updates her knowledge and develops her practice, including obtaining additional qualifications. This helps to drive improvement, as the childminder strives to achieve the best outcomes for children.

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:

- build on the play opportunities outdoors for children to further develop their physical strength and coordination
- give greater consideration to how best to promote children's increasing independence at lunch and snack times when eating and drinking
- encourage children to take more of a lead during counting activities to be able to assess the true depth of their knowledge of number.

Setting details

Unique reference number	2738005
Local authority	Calderdale
Inspection number	10364784
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 2
Total number of places	11
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2023 and lives in Hebden Bridge. She operates term-time only, from 8am to 5pm, Monday to Thursday, and from 8am to 4.40pm on Fridays, except for bank holidays and family holidays. The childminder works with another Ofsted registered childminder. She offers the government funded places for childcare. The childminder is also a qualified teacher in primary education.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- 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 completed 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 and completed a joint observation.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector looked at written feedback from the 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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