

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 has a good grasp of children's abilities and where they are in their learning journey. Effective settling-in arrangements ensure that children settle quickly and feel safe, secure and ready to learn. The childminder works closely with parents to find out what children know and can do when they first start in her care. This means the childminder then understands where the focus needs to be next to help children deepen their knowledge and understanding. She plans in regular opportunities to allow children to practise and hone their skills to ensure that knowledge is embedded.

The childminder is very nurturing and is a good role model for the children. She uses positive strategies to manage children's behaviour in a calm and sensitive manner, and children respond well to this. The childminder carefully considers how to organise the provision to enable children to make choices about what they wish to play with and to encourage them to be active and independent learners.

Children enjoy regular outings to local places of interest, including the local library, play gyms and farms. This helps to widen their experiences and encourages them to socialise with others outside of the setting. The children recently made pumpkin soup for their snack and visited the shops to buy the ingredients. They learned that pumpkins are not just orange in colour and come in a range of different colours, and they saw this first hand.

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

- Children feel happy and safe in the homely environment. Children have close bonds with the childminder and good relationships with their peers. These supportive relationships ensure that children feel confident and secure and are ready to learn and try new experiences.
- The childminder plans a variety of activities that encourage children's learning and help them acquire the necessary skills and knowledge to support their transitions and next steps in learning.
- The childminder exposes children to a rich-language environment, and this helps to extend children's vocabulary. Books are freely accessible to children, and children make good use of these. They enjoy stories alone, with their friends and at group story times with the childminder.
- Children enjoy testing out their ideas during activities and predict what might happen if they build a tower starting with the smallest cylinders first up to the biggest. They describe how the tower looks 'wibbly wobbly' unlike when they used the biggest ones first. The childminder explains the bigger cylinders provide a wider base on which to build from and models this to the children well. They watch eagerly to see what will happen as they compare the towers.

- The childminder encourages children to persevere on tasks, encouraging them to be increasingly more physically independent and to have a go themselves before seeking help. However, the childminder is less focused on encouraging children's independence at mealtimes to take account of children's full range of abilities. For example, two handled cups with lids are used for children, rather than open cups for those who have the ability and skill to be able to learn to use these.
- Children have lots of opportunities to be physically active and to test out their abilities. They go on regular walks and go to local parks where they have access to equipment to climb and balance, and run and jump. They demonstrate good hand-eye coordination and good control during activities, for example, where they build and construct. 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.
- Partnerships with parents are strong, and this collaborative approach helps to support children in their learning and development. Parents speak highly of the childminder and of the progress their children are making. They welcome the regular feedback they receive and say they are kept well informed about every aspect of their child's learning and development.
- The childminder ensures that she keeps her knowledge updated and current and attends regular training. The childminder reflects well on her practice and the experiences of the children. She uses this information to consistently build on the quality of the provision and what is provided 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.

Setting details

Unique reference number	2767989
Local authority	Calderdale
Inspection number	10364783
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 2023 and operates in Hebden Bridge. She operates from Monday to Friday, term-time only. Sessions are from 8am to 5pm, Monday to Thursday, and from 8am to 4.30pm on Fridays. The childminder holds a relevant childcare qualification and works with another Ofsted registered childminder. She offers the government funded places for childcare. She has a level 5 Montessori teaching diploma and a Masters in cultural heritage 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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