

Childminder report

Inspection date: 29 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder supports children effectively to gain the necessary skills they need to transition to school. She has an in-depth understanding of where children are at in their learning and development, and she plans a challenging curriculum. Children move around the childminding environment with confidence and independently select from the exciting range of activities on offer.

Children particularly enjoy being creative with the dough. They use a range of tools skilfully to create from their imaginations. They recall recent activities where they learned about the life cycle of a caterpillar and they molded dough into the shape of a 'cocoon'. Children enjoy being outdoors and learning more about where their food comes from. They grow their own fruit and vegetables and learn how to recognise when fruit is ripe and safe to eat by the change in colour and texture.

The childminder manages children's behaviour in a calm and sensitive manner, and children respond well to this approach. The childminder actively supports children to gain the required skills to be able to cooperate in their play and develop good relationships with their friends. During group activities, the childminder teaches children about the importance of sharing and turn-taking. She asks them how many slabs of dough they need to cut so each child has an equal share. Such examples of practice, help children to develop a growing awareness of others' feelings as well as their own.

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

- The childminder supports children to be confident and ready for school as she encourages their listening and attention skills. The childminder asks children questions that encourage them to listen, think and share their thoughts and ideas. This helps to support them in becoming skilful communicators. They use language well and talk about the 'imprints' they have made in the dough with their tools. They enjoy rubbing their fingers over the patterns, exploring and describing how it feels.
- Children have good attitudes to learning. The childminder motivates them well, providing meaningful experiences that build on what they know and can do. The childminder encourages children to try new experiences and learn new skills. She helps them to become increasingly more independent, although on occasions she is too quick to intervene and provide support instead of encouraging children to persevere on more challenging tasks.
- The childminder encourages children to problem solve in their play. They learn about different shapes when playing with magnetic construction. They use these to make towers and castles and talk about the need for a strong base and decide a 'cube' is the best structure for a base.

- The childminder actively encourages children to develop an early appreciation and love of books. Children self-select books to enjoy with their friends and talk about the pictures and retell stories. They finish off rhyming strings and repeat familiar phrases about 'stumbling starfish' and 'quivering catfish'. The childminder teaches children new words and their meaning and to make connections in their learning. Children look at the stars in the book with their pretend telescopes and sing 'Twinkle, Twinkle little star' from their repertoire of songs.
- The childminder encourages the children to be inquisitive and learn more about the natural world. They care for the plants and learn about growth and decay. The children explain to the inspector that they have to ask the childminder if they can eat the berries. They learn that the ones at the childminder's home are safe to eat but away from the childminder's home, some are not safe for people to eat. The children delight in showing the inspector the sensory garden and enjoy smelling the lavender and tasting the mint leaves.
- Parents feed back that they feel their contribution is very much valued and they are listened to by the childminder. They describe how the childminder actively involves them in their child's learning and they receive regular, detailed feedback about what their child is focusing on and how best to support this learning at home.
- Professional working relationships and information-sharing with others are strong. The childminder understands her role and responsibilities and communicates well with other services that are involved with the families of the children she cares for. This helps to ensure children's well-being.
- The childminder is committed to continuously developing her practice and reflects on the quality of what she provides, also identifying where she can improve. She has undertaken various training and keeps her knowledge and skills current.

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:

- develop a more consistent approach to supporting those more reluctant to persevere on more challenging tasks to further encourage their resilience.

Setting details

Unique reference number	303583
Local authority	Calderdale
Inspection number	10357584
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 12
Total number of places	5
Number of children on roll	6
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 1998. She lives in Elland, Halifax. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector carried out a joint observation with the childminder and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and paediatric first-aid certificate.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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