

Childminder report

Inspection date: 28 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in the warm, welcoming and homely environment the childminder provides for them. Children build strong relationships with the kind, caring and nurturing childminder. They display good levels of confidence and self-esteem and demonstrate that they feel safe and secure in her care. The childminder skilfully supports children to develop their understanding of different feelings and emotions. For example, children thoroughly enjoy the well-planned and organised sensory experiences the childminder provides for them. They listen intently to the childminder as she talks about how the different textures feel on their body. The childminder talks to children about their emotions as they laugh and smile when they feel rough and prickly textures on their hands.

Children benefit from the ambitious curriculum the childminder plans for them. They immerse themselves completely in activities led by the childminder and show good levels of curiosity in their learning. The childminder is skilled at planning activities according to children's individual learning needs and interests. She regularly completes observations and assessments to monitor their progress. The childminder uses this information to identify children's next step learning targets. She plans learning opportunities and activities that are targeted to their individual needs. As a result, children make good rates of progress and develop the skills they need for their future learning.

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

- Children benefit from the very well-planned settling-in arrangements. The childminder has discussions with parents about what their child already knows and can do before they first start at the setting. She gathers detailed information about their daily routines and incorporates these effectively in practice. The childminder provides tailored settling-in sessions to help give children the time they need to become familiar with her and the setting. She observes children during this time to assess their stage of development. The childminder uses this information to plan familiar routines and activities that help children settle in.
- Partnerships with parents are strong. The childminder has daily discussions with parents and shares regular updates about their child's progress. She includes parents in making decisions about what children will learn next and suggests ways to continue their learning at home.
- The childminder works effectively with other professionals involved in children's care. For example, she attends regular meetings with parents, outside agencies and other settings children attend. They work collaboratively and consider effective teaching strategies and learning plans that help to promote a consistent approach towards children's learning. As a result, children receive the individual support that they need.

- The childminder is skilled in supporting children to develop their communication and language skills. She provides a language-rich environment, which helps children build a wide range of vocabulary. For example, the childminder provides a narrative and running commentary while children play. They speak clearly and encourage children to make different sounds, which helps to develop their emerging speech and language skills. She reads stories and sings nursery rhymes with children daily.
- The childminder promotes children's independence and physical skills very well. She gives children the space and time that they need to have a go and do things for themselves. For example, babies are supported to develop their upper body strength and coordination as they sit up independently picking items from a sensory basket. The childminder supports them to stand for short periods of time to help develop the muscles and strength in their legs. The childminder encourages children to feed themselves using cutlery and beakers independently. This helps to prepare children well for their future learning.
- The childminder takes children to local playgroups and meets up with other childminders to give children opportunities to develop their social skills. However, there are fewer opportunities for children to learn about different people, families and communities to maximise their awareness of diversity.
- The childminder is highly reflective of her practice. She regularly attends networking meetings with the local authority and other childminders to help keep up to date with any changes. The childminder accesses a range of training courses and completes her own research online for her continued professional development. This helps to maintain the very good standard of service she provides to children and their families.

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:

- strengthen ways to enrich children's learning about different people, families and communities to maximise their awareness of diversity.

Setting details

Unique reference number	310757
Local authority	Kirklees
Inspection number	10312063
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 April 2018

Information about this early years setting

The childminder registered in 1992 and lives in Huddersfield, West Yorkshire. The childminder holds a relevant early years qualification at level 3. She operates Monday to Thursday, all year round, from 6am to 5pm, except for bank holidays and family holidays. The childminder provides free funded early education places for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector completed a joint observation. The childminder discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed relevant documentation and looked at evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024