

Childminder report

Inspection date: 26 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder is kind, loving and nurturing. Children are happy and very attached to her. This helps them to thrive and feel safe and secure. Children develop extreme confidence and independence as they play in the vibrant environment that reflects and celebrates diversity. Three-year-old children settle quickly after being collected from nursery. They eagerly talk about the photo album, which the childminder stores on the bookshelf for easy access, that helps children to choose something that is not set out.

The childminder demonstrates great enthusiasm, passion and skilful interactions. She provides an extensive and rich curriculum. This is reflected in children's rapid progress, excellent focus and behaviour, especially given their young age, and love of learning as they play, and during daily routines. For example, toddlers and two-year-old children excitedly feed the tortoises as part of the familiar morning routine. Three-year-old children are more than ready for starting school in September. They have exceptional social, personal and communication skills and a wealth of knowledge. Three-year-old children proudly write their name and draw recognisable pictures of the childminder's dog. The childminder skilfully weaves early mathematics into activities and daily routines.

The childminder promotes children's early language superbly through her detailed and animated narrative and conversations. For example, two-year-old children blow on a weed. The childminder explains how it looks like a dandelion, but does not have a puffball head which you can blow on to disperse the seeds. Toddlers giggle as they copy more difficult vocabulary, such as 'cucumber'.

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

- The childminder has a first-class knowledge of each child. She expertly assesses children's progress, and meticulously plans their future learning using comprehensive 'next steps' footprints, for instance. Alongside parents, the childminder swiftly addresses any emerging delays in children's development, which helps them to catch up extremely quickly.
- The childminder supports children's personal, emotional and social development to the highest level. For example, she uses puppets and stories to support changes in a child's life and introduce key development milestones, such as toilet training, learning to share and getting ready for school.
- The childminder establishes outstanding partnerships with parents, which accelerates children's learning and development. For example, she celebrates 'wow' moments and shares children's records of learning that include regular progress summaries. The childminder discusses children's next steps for the month ahead, and linked home-learning activities. Parents' feedback is highly

complimentary.

- When deciding what she wants to teach children next, or reinforce, the childminder takes excellent account of children's uniqueness and interests. This includes any repeatable patterns of behaviour known as 'schemas'. For example, the childminder provides interesting resources in the enticing 'rainbow rice' activity for younger children who are fascinated with filling and emptying.
- The childminder involves parents in initiatives that prepare children for school and shares practical advice, such as dressing children in clothing with simple fastenings when they start nursery. The childminder has excellent relationships with nursery staff and complements children's learning superbly. For example, she plans activities and outings, and creates stimulating displays and activities, that link to what children are learning about, such as farms.
- Children love books and stories. The childminder sets these up invitingly and carefully selects books and stories according to children's stage of learning. For example, younger children delight in exploring sound and tactile board books. Older children access wide-ranging non-fiction literature when they learn about nature and multicultural events, for instance.
- The childminder creates a joyful atmosphere and builds on children's language with songs. Younger children copy actions and repeat lines and older children sing a phonics song about vegetables. The childminder enhances her practice through groups, such as 'rhyme time'.
- Young children develop precise small-muscle strength, such as while scooping rice using coconut shells to fill containers and make the water wheel rotate. Toddlers skilfully grasp the slippery slices of fresh strawberries and two-year-old children sprinkle cheese onto their pasta.
- The childminder continually expands children's learning. She shows younger children, engrossed in the rice activity and playing harmoniously, how to use the sieve. She uses descriptive words, such as 'scooping', 'patting' and 'mixing', as they explore.
- Children learn about the world, such as through outings to the supermarket and a bug hunt. The childminder plans follow-up activities, such as creating a fold-out topic board with children. Older children recall astounding facts, such as how a worm has five hearts.
- The childminder uses expansive tools and information sources to reflect on, and improve, her knowledge, skills and practice. For example, she is currently completing an early years professional programme of development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	311022
Local authority	Kirklees
Inspection number	10346951
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 13
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 August 2018

Information about this early years setting

The childminder registered in 1997 and lives in the Mirfield area of West Yorkshire. She operates Monday to Thursday, from 7.30am to 6pm, all year round, except for family holidays and bank holidays. The childminder currently provides funded early education for three-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 inspector observed the suitability and safety of the childminder's home and garden.
- The inspector held discussions with the childminder to understand how she organises her early years provision and implements the curriculum. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children and the childminder shared written feedback from parents and a child aged over eight years.
- The childminder shared a sample of documents, such as children's records of learning and those related to her continued professional development.

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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