

Childminder report

Inspection date: 10 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enter this nurturing and welcoming environment happy and ready to learn. The childminder provides a range of challenging activities that build on their prior knowledge and skills. The childminder follows the children's interests to ensure activities are engaging, meaningful and capture their attention. For example, following a trip to a local country park where they saw flamingos, the children became very interested in finding out more about these birds. The childminder talked to them about the anatomy of a flamingo and used a poster to show them the different features and parts of the body. They demonstrate good recall from their outing and excitedly talk to the inspector about when they saw the birds flap their wings and fly.

The childminder works closely in partnership with parents to seek information when their children first start at the childminder's, finding out where they are in their learning journey and how she can best support them. The childminder knows the children well and has a good grasp of their abilities. Secure bonds with the children helps support their senses of security and well-being.

Through encouraging and supportive interactions, children learn about expected behaviours and develop positive attitudes to learning. These include key skills, such as sharing and turn taking, and the importance of listening to others and considering their feelings, as well as their own.

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

- The curriculum is well planned to ensure children gain the skills they need for school. The childminder supports children's physical independence well. Babies are encouraged to feed themselves with support, and toddlers persevere with peeling off the lids from yoghurt pots. They learn about responsibility, tidying away the resources before getting out more to ensure there is sufficient space for babies' increased mobility.
- Children learn more about size and shape during activities. They concentrate well as they play with stacking cups, understanding they need to start with the biggest first and then stack with progressively smaller ones. They compare and decide which one comes next. However, the childminder does not always consistently point out when they get the order out of sequence. Babies watch and copy what their older peers are doing with rubber blocks. They enjoy squishing these and tapping them together.
- Children enjoy writing for a range of purposes and learn to hold a pencil correctly. They show good control and coordination, drawing circles around their hands and feet. They talk about who has the biggest and include the youngest children, carefully drawing round their feet too. The childminder supports

communication and language well. She carefully listens to what children have to say without interruption and allows them time to gather their thoughts and process information.

- The childminder responds well to babies' verbal and non-verbal cues, watching them closely. For example, the childminder sees that the children enjoy putting different items into a metal bowl and moving it from side to side. She provides rubber blocks and wooden items and observes how they react to the sounds they make in the bowl. They quickly figure out that the wooden items make a clanging sound and the rubber blocks do not. They smile and look up at the childminder and she responds to their babble and attempts to communicate.
- Children learn about technology and how to make things happen. They work together to turn on the play microwave, and the childminder models what to do and shows them what buttons to press. They watch the childminder carefully and follow the sequence, getting excited when it starts. They watch and count as the numbers on the display go down, knowing that it stops at zero and shout 'the end' as the microwave goes 'ping!'
- Since the last inspection, the childminder has attended further training. She has worked effectively in partnership with the local authority to extend her practice. She has successfully reflected on the quality of experiences she provides for children, and she has met the actions from the last inspection.
- The childminder keeps parents updated on their child's progress and their next steps. She shares suggestions of how parents can further support learning at home to ensure consistency. However, partnerships with other settings that children attend are less well established.

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:

- establish a working relationship with other settings children attend, to gain a full picture of their learning
- ensure a consistent teaching approach, so that the learning objectives are always clearly reinforced.

Setting details

Unique reference number	503055
Local authority	Kirklees
Inspection number	10326975
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 December 2023

Information about this early years setting

The childminder registered in 2001 and lives in Cleckheaton, West Yorkshire. She operates all year round, Monday to Friday, except for bank holidays and family holidays. Monday to Thursday, the childminder operates from 7am to 5pm, and on Friday she operates from 7am to 9am. She has a relevant level 3 qualification.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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