

Childminder report

Inspection date: 7 February 2020

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They demonstrate a very strong sense of belonging as they move with ease and confidence around the childminder's home. Children behave exceptionally well. From an early age, children develop an understanding of how to share and take turns. They show care and consideration towards each other. Children are praised in a consistent and meaningful way that promotes their self-esteem and emotional well-being. The childminder has created a fantastic learning environment for children. It is well organised with a wide range of high-quality resources that promote children's independence. As a result, children have excellent opportunities to make choices and direct their own learning. Children also spend a lot of time playing and learning in the outdoors.

The childminder has high expectations of what children can achieve. Children have many opportunities to meet with other children and develop their social skills. For example, the childminder regularly takes them to local toddler groups and other places of interest to enhance their experiences. Older children enjoy the walk to and from the local school. The childminder embraces the walk as a learning opportunity. Children play 'I spy' and find objects starting with different sounds. This helps children to explore letter sounds and prepare them for future reading.

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

- The childminder skilfully develops children's language skills as she engages them in thoughtful conversations. She models new and exciting language for the children to broaden their vocabulary and extend their descriptive language. The childminder encourages children's awe and wonder. She helps them to make discoveries that fascinate them and provoke their interest. For example, the childminder tells the children that she can hear the ocean when she holds a large shell up to her ear. The children are eager to have a go and celebrate their new discovery with their peers.
- The childminder has established highly successful partnerships with parents. Parents are kept well informed about their children's progress and this helps to promote continuity of learning. Parents are delighted with the care and service provided.
- Snack time is led by the children and is fun and interactive. Children grow their own fruits and vegetables in the childminder's garden. This helps them to learn about growth and decay. Children help to prepare for snack time. They manage their own risks very well with support from the childminder. For example, they use knives to chop and prepare their fruit at snack time. They talk about how sharp knives are and how to hold them correctly.
- The childminder recognises the importance of helping children to prepare

physically and emotionally for school. She has established strong links with local primary schools. For example, the childminder takes children to stay-and-play sessions and they borrow books from the school library. This helps children to become familiar with school environments and supports positive transitions.

- The experienced and well-qualified childminder places the children at the centre of everything she does. She involves children in evaluative discussions to ensure that resources and activities reflect their current interests. When asked about their favourite part of an activity, children declare that spending time with the childminder was the best part of the morning. The childminder is proactive in seeking and establishing highly effective partnerships with other professionals. For example, she works closely with her assistant, the local authority's early years team, teachers from the local school and other childminders. This enables her to evaluate her practice from different perspectives.
- Children have formed very secure attachments towards the childminder and her assistant. The childminder has very high-quality interactions with children. She maintains children's focus and engagement very well through excellent questioning and by enhancing experiences with new and exciting resources. The childminder's assistant has a good relationship with the children that she cares for. She is kind and thoughtful in her manner and children seek her out to join in with their play. The childminder supports her assistant to access training to continue her professional development. However, arrangements for monitoring her practice could be enhanced even further to drive her already good quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She has an in-depth understanding of how to identify, record and report any concerns about a child's welfare. She has highly efficient systems in place for reviewing her assistant's safeguarding practice. She ensures she keeps up to date with local safeguarding issues. The childminder meticulously carries out risk assessments for her home and outings that clearly identify potential hazards. The childminder and her assistant teach children strategies to keep themselves safe and identify ways to manage their own risks.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on arrangements for supervising and supporting assistants to help to raise the overall quality of teaching to the highest level.

Setting details

Unique reference number	503626
Local authority	Kirklees
Inspection number	10117311
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	19 September 2013

Information about this early years setting

The childminder registered in 2001 and lives in Huddersfield. She operates all year round from 7:30am to 4:30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Felicity Sutcliffe

Inspection activities

- The inspector discussed safeguarding practices with the childminder and her assistant.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an activity provided for children and discussed the impact this has on children's learning.
- During the walk to school, the inspector observed the quality of interactions and the childminder's expectations for children's behaviour.
- The childminder showed the inspector around her home. They viewed all areas used by the children.

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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