

Childminder report

Inspection date: 20 April 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this homely setting. The childminder involves parents in their child's settling-in period to ensure that they feel safe and secure in her care. The childminder provides children with a variety of new experiences. They visit farms to see newborn lambs. Children have local walks to pick a selection of fruits together. They have opportunities to socialise with other children at an array of groups in the community. Children attend soft-play centres and playgrounds, which helps to develop their gross motor skills.

The childminder promotes healthy lifestyles with children and their families. Children are given nutritious snacks and meals. The childminder introduces children to new vocabulary, such as 'vitamins' and 'minerals', when discussing why eating fruit and vegetables is important for growth. She discusses the importance of oral hygiene with parents. Children learn about their similarities and differences to others. The childminder teaches children that not everybody speaks the same language. Children discuss how they think they may be different to other children in a positive way. They learn about many different cultural traditions at the setting. Children read stories about Eid. They discuss who celebrates this tradition and what happens during the celebrations.

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

- The childminder has a good understanding of the skills children need for their next stage in education. She plans effectively to support children's next steps in learning. The childminder incorporates children's interests into their play. She involves parents in their child's learning. The childminder regularly communicates with parents to discuss ideas for children's learning at home. Because of this, children make good progress.
- The childminder provides a language-rich environment for children, who access books consistently during their play. She models new vocabulary for children to use. For example, the childminder names animals that children explore. However, she does not always ask questions to encourage children to use their own ideas during their play to support their language development further.
- Children behave well. Older children share resources fairly with younger children. They show high levels of curiosity when exploring new activities, such as scented play dough. However, occasionally, the childminder focuses on cleaning tasks, instead of engaging in activities that children have requested. This means that child-initiated activities do not always maintain children's interests and develop their learning.
- Children develop their independence with the childminder. For example, older children are supported to use the zips on their coats. Younger children balance and place their feet in their shoes. Children persist with the childminder's gentle

encouragement. This helps children to develop high levels of confidence in trying new things.

- Children access a natural space in the outdoor area. The childminder has discussions around the importance of bees and how to keep safe around them. She shows children the herbs she is growing in the garden. Children smell them and repeat 'mint' to name them. They explore bicycles together and role play with pushchairs and dolls. The childminder uses resources in this space to encourage children to play alongside one another and develop their social skills.
- The childminder is consistent in her approach at keeping her practice to a high standard. She has developed her qualification since her last inspection. The childminder also attends new training offered through the local authority. For example, she has recently completed training on language development. Overall, the childminder uses her knowledge to support children's language skills by introducing new strategies. For example, she focuses on children's listening and attention skills before building their vocabularies. This is also communicated with parents to progress children's learning at home.
- The childminder creates links with other settings which children also attend. They share information about children's development and ways to support families. Before children start school, the childminder takes them for a visit to introduce them to their new place of learning. She includes children in discussions about the uniform they will wear. This helps to prepare children well for upcoming changes in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has detailed safeguarding procedures, which she can discuss confidently. She understands the importance of accurate record-keeping when reporting concerns or disclosures that children have made. The childminder understands safeguarding issues, such as signs of radicalisation. She recognises the signs of drug trafficking and different types of abuse. The childminder knows who to report concerns to about another professional working with children. The childminder's home is safe. She uses safety gates and keeps doors locked to stop children entering restricted areas. The childminder carries out risk assessments of her home.

What does the setting need to do to improve?

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

- use questions more effectively to progress all children's language development
- strengthen the organisation of some daily routines to ensure that children's engagement levels are consistently high.

Setting details

Unique reference number	EY101258
Local authority	Kirklees
Inspection number	10280725
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2001 and lives in the Thornhill area of Dewsbury. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at degree level. She provides funded early education for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector
Abby Clarkson

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 setting.
- The childminder and the inspector had a learning walk together to discuss the curriculum and the childminder's intentions for children's learning.
- The inspector carried out an observation of a planned activity with the childminder and they evaluated this together.
- The inspector sampled key documentation provided by the childminder.
- The inspector took account of feedback provided by parents to gain their views.

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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