

Childminder report

Inspection date: 10 May 2022

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

The provision is good

Children are secure and happy in this nurturing setting. They have a close bond with the childminder. Children ask her for help when they need it and laugh together as the childminder supports their play. They respond with enthusiasm to her suggestions. For example, children join in with bouncing and catching the ball. They concentrate as they count the number of times the ball bounces. Children of all ages enjoy choosing and looking at books. They enjoy listening to stories read by the childminder. Children smile and dance as they join in with familiar action songs and rhymes.

The childminder builds children's confidence and self-esteem. She gives them regular praise and encouragement and recognises their achievements. For example, children succeed in squeezing play dough through the extruder. The childminder congratulates them for doing it on their own. She has high expectations for children's behaviour. The childminder models good manners and children learn well from this. Children are polite and kind to each other. They share toys, take turns and are independent. Children make decisions about what they want to do and where they want to play. They move freely between the inside and outdoor areas.

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

- The childminder knows children well. Through her interactions and observations, she identifies what children know and can do. The childminder then plans for what children need to learn next. For example, children learn to put on their coats and shoes by themselves. They practise how to do zips and fasten buttons. Children learn to hold a pencil correctly and to recognise and write their name. This prepares them for the next stage of their education.
- The childminder plans activities to engage and motivate children to play and learn. For example, she provides an outdoor water area which engrosses children. Children play for extended periods filling, pouring, scooping and spraying. Older children compare the size containers. However, the childminder does not extend children's understanding of some mathematical concepts further. For example, she does not make use of the opportunities to encourage them to learn about capacity.
- Children enjoy singing familiar songs and rhymes. They are full of joy as they all sing together. This also encourages children to have a sense of belonging in the setting. The childminder reads familiar and new books with children. This extends their vocabulary and develops their love of reading. The childminder provides books which reflect children's interests and events that are happening in their lives.
- The childminder promotes children's speaking skills. She makes good eye

contact with children as she talks to them and gives them time to respond to her questions. Children are confident in social situations. They enjoy telling the inspector what they love to do at the childminder's setting. Children express empathy when a ball accidentally knocks the inspector and remind each other to play carefully.

- Children learn about the wider world. They meet different people and see different places. Children visit the local community and go on train journeys further afield. They learn to play with other children on their regular trips to a playgroup. Children visit the local park and woodlands. They climb and explore ways of moving, which increases their balance and develops their large-muscle skills.
- The childminder reflects on her practice. She reviews the setting to keep children engaged. The childminder seeks the opinions of children to help her make improvements. She uses opportunities to share ideas about good practice with other professionals. However, she does not identify specific professional development opportunities to strengthen the quality of education even further.
- Parents are full of praise for the childminder. They comment on her kindness and patience. The childminder supports parents to continue their children's learning at home. For example, she suggests ways for parents to encourage their children to manage their personal hygiene. Parents express delight with the progress that their children have made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has a secure knowledge of the signs that may indicate children are at risk of harm. The childminder understands her duty to refer any concerns to the appropriate professionals. She provides a safe environment for children. The childminder carries out regular checks to ensure that her home is safe and free from hazards. She supports children to manage risks safely for themselves. For example, the childminder encourages them to be aware of each other so that they can drive ride-on cars safely outdoors.

What does the setting need to do to improve?

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

- extend children's learning of mathematical concepts when they play
- identify professional development opportunities in order to develop the quality of education further.

Setting details

Unique reference number	EY233234
Local authority	Kirklees
Inspection number	10070846
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in Huddersfield. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Elizabeth Robins

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 childminder's intentions for children's learning.
- The inspector and the childminder held discussions about safeguarding and how the childminder evaluates her practice.
- The inspector observed interactions between the childminder and children and reviewed the impact on children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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