

Childminder report

Inspection date:

6 November 2024

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

The childminder shows warmth and affection towards the children, all of whom have been attending since they were babies. This is reflected in how happy, settled and at ease they are, and in their high levels of confidence. New babies have quickly built a secure attachment to the childminder, helping them to feel safe, secure and content. They smile and babble in response to the childminder's nurturing and positive interactions, for example during care routines. They repeat actions that result in attention from the childminder, such as pulling their socks off. The childminder is a good role model who helps children to develop their social skills. For example, children demonstrate good behaviour, which the childminder reinforces positively to build on children's self-esteem. She gently supports toddlers as they learn about boundaries and sharing. Children understand and follow daily routines, such as washing their hands before they eat.

The childminder plans a generally effective curriculum that helps children to make good progress and get ready for starting school. For example, three-year-old children have a very positive approach to learning. They show perseverance and focus when learning new skills, such as dressing dolls and chopping up strawberries, with the childminder reminding children to chop the stalks off the strawberries first. Such activities help children to develop excellent hand-eye coordination in readiness for early writing. Toddlers enjoy exploring the texture of the smooth pumpkins, which are set out in the autumn-themed sensory tray with other items from a nature walk.

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

- The childminder plans broad educational programmes that help children to develop in all areas of learning. However, she does not precisely adapt and sequence the curriculum for toddlers. For example, some group craft activities and care routines, including tasks such as cutting strawberries, are too advanced for toddlers' stage of development.
- The childminder helps children to broaden their social skills and learn about the world through outings, which she later recalls with children. She points out the enormous crane towering in the sky and asks children what else they saw in the construction site during their walk around the village. At snack time, the childminder reminds children about their visit to pick strawberries.
- The childminder gathers important information from parents to build a picture of new children and to help them settle in. She ensures that she is familiar with babies' home routines and asks parents to share children's developmental stage in order to build on this.
- The childminder shares with parents her assessments of children's learning in order for her and parents to move this on together. Parent feedback is highly

complimentary about children's care and their progress.

- The childminder helps babies to link words and actions through her narration and back-and-forth conversations as they find their voice. Babies seek to gain attention from the childminder through babbling, squealing and smiling. The childminder encourages toddlers to copy and learn new words.
- Three-year-old children enjoy a familiar story about a hungry caterpillar. The childminder leaves out words for children to fill in and reminds them of more complex vocabulary, such as 'cocoon'. She introduces early mathematics, such as counting the items of food that the caterpillar ate. Children develop creative skills while dabbing paint onto the butterfly template during a follow-up activity.
- The childminder supports the development of children's large physical skills effectively. She places an arched pillow around babies who have recently learned to sit up, but who sometimes wobble over when excited. Toddlers use ride-on toys and pick up the largest pumpkin. Three-year-old children build on their balance and coordination skills through using challenging equipment at the park, for instance.
- The childminder has ample toys and resources set up in baskets and storage units to support children's independent play and create a welcoming environment. Three-year-old children, in particular, enthusiastically access these. However, on occasions, the childminder's planning does not give enough consideration to some children's interests, such as toddlers' fascination with filling and emptying, and babies' interest in resources designed to stimulate their senses. This means they are not always fully engaged.
- The childminder uses positive language to build on children's self-esteem and confidence. For example, she shows children how pleased she is as they wait 'really nicely' when taking turns to wash their hands before eating. The childminder praises three-year-old children as they try really hard to dress dolls in more tricky items of clothing during pretend play.
- The childminder's qualification has a positive impact on her practice overall. However, she does not precisely target continued professional development on that which will further improve the quality of education provided and, therefore, children's learning. This is especially the case for children under the age of two.

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:

- adapt group activities and care routines to support toddlers' learning and

development to the highest level

- give greater consideration to babies' and toddlers' interests when planning for the learning environment to increase their engagement
- target continued professional development on that which will raise teaching and learning for children under two years in particular.

Setting details

Unique reference number	EY240395
Local authority	Kirklees
Inspection number	10364004
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	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2002 and lives in Skelmanthorpe, Huddersfield. She operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. She offers government-funded places for childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector discussed the childminder's curriculum to understand how she implements this and organises her early years provision.
- The inspector observed the quality of education during indoor activities and assessed the impact this has on the children's learning.
- The childminder and the inspector carried out a joint evaluation of a craft activity.
- The inspector spoke to the children during the inspection. The childminder shared written feedback from parents with the inspector.
- The childminder shared a sample of documentation with the inspector.

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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