

Childminder report

Inspection date: 6 July 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 confident, happy and settled. They have very secure emotional attachments to the gentle and loving childminder, which helps them to feel safe and secure. For example, new babies, wary of unfamiliar adults, seek comfort and stay close to the childminder. They soon develop confidence to babble, smile and explore, and they seek to gain the inspector's attention as the childminder cuddles and reassures them.

Two-year-old children happily share the childminder's knee as she enthusiastically engages in their play. They learn to play amicably and take turns with resources, with sensitive encouragement from the childminder. Children are clearly familiar with the well-organised care routines, during which they develop independence. For example, two-year-old children delight in helping to retrieve the small step to wash their hands before meals. Babies learn to feed themselves. They grasp finger foods, such as the soft and squishy strawberries, which they explore with intrigue.

Children enjoy their time with the childminder. They take part in a good range of learning opportunities that help them to progress well. Two-year-old children delight in looking at familiar stories about dinosaurs. They develop early language as they recall pictures and more complex dinosaur names and words, such as 'volcano'. Babies investigate toys that make sounds and become excited when the childminder gently drapes chiffon material over their face to play peek-a-boo.

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

- The childminder observes and assesses children's progress effectively, in close consultation with parents. This helps her to plan for children's key next steps in learning, such as their communication, social and physical skills. These are essential foundations for children's future learning.
- The childminder swiftly identifies and provides early support where necessary for children working below developmental expectations, to help them catch up. As part of this, she makes timely referrals to other professionals.
- The childminder sets out certain resources for children as part of her curriculum planning. She considers children's current interests, such as dinosaurs, or stories she has been reading. However, the childminder does not fully consider children's stage of development when planning and implementing activities. For example, following a story session, resources for children to explore and engage with the story further are not fully matched to their current stage of development.
- The childminder works in close partnership with parents to promote children's care and learning. For example, she obtains information about babies' home routines on entry, which helps her to tailor and meet their individual care needs

effectively. This promotes a consistent approach, which helps babies to thrive and feel a strong sense of security.

- Parents are well informed about their children's care, progress and how they can support learning at home, such as through stories and singing. Alongside daily exchanges with parents, the childminder uses a daily diary to share and gather information relating to babies' care routines. She shares photos capturing children as they play. Parents express highly complimentary written feedback.
- The childminder interacts with children effectively, such as counting how many cars are on the transporter. She supports children's early communication skills very well. For example, she reads stories excitingly, asks questions, sings songs and models language continually. Babies babble and squeal excitedly in response to adult's social interactions, and two-year-old children use gestures and words to make their needs known.
- Children are developing good physical skills and an early understanding of practices that contribute to a healthy lifestyle. For example, babies practise their developing crawling skills and use their fingers to make objects spin around or make sounds. Two-year-old children help to hold their toothbrush, turning the sand timer over as a visual reminder of how long they need to brush their teeth for.
- For Reception-age children, the childminder complements their care and learning experiences well. However, there is scope for the childminder to strengthen partnership working with other early years settings that children attend.
- The childminder fosters young children's self-esteem and confidence effectively as she positively reinforces behavioural expectations. She uses good distraction techniques to manage minor incidents, such as children taking toys from others. She praises young children as they work together to complete puzzles or share a book.
- The childminder uses varied sources of information to keep abreast of changes and implement new ideas. Her future plans include focusing continued professional development on topics that will further enhance teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She can identify possible signs of abuse and understands how to report concerns of this nature. The childminder undertakes good risk assessments to promote children's good health and welfare. As part of this, she uses safety equipment, such as cupboard locks and safety gates. The childminder demonstrates safe practices, such as securing babies in a highchair and supervising them closely as they eat and sleep. She reminds two-year-old children to be careful not to trap their fingers while helping with the footstep.

What does the setting need to do to improve?

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

- improve planning and implementation of the curriculum for children under three years, to enable them to make greater progress in their learning
- strengthen partnership working with other early years settings children attend, in order to promote a more consistent approach to children's care and learning.

Setting details

Unique reference number	EY255476
Local authority	Kirklees
Inspection number	10070848
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 2003. She lives in the Marsden area of Huddersfield and has an assistant registered for emergency back-up care only. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 inspector observed indoor and outdoor areas used for childcare purposes. She observed care routines and activities taking place indoors.
- The childminder discussed how she organises the early years provision and implements the curriculum. The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector gained the views of parents, sent via email to the childminder.
- The childminder shared relevant documents with the inspector. These included records of children's learning, training certificates and evidence of the suitability of persons living or working in the household.

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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