

Childminder report

Inspection date: 3 November 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

The childminder provides a warm, stimulating and loving environment for children. She has strong relationships with the children and knows them well. Children develop strong bonds with the childminder. They feel happy, safe and secure in her care. Children show a strong sense of belonging and settle quickly.

The childminder arranges her home and resources effectively to ensure that children can make choices in their play and learning. She has a good understanding of how to support younger children's learning and development. For example, younger children are encouraged to take their first steps to support their physical development. The childminder shares good examples of areas where children have made progress, such as their language and social development. Children play confidently alongside her and are keen for her to share in their play.

The childminder has high expectations for children's behaviour and manages behaviour well. She is quick to respond to behaviour that is not acceptable. For example, when younger children throw food on the floor, the childminder provides gentle reminders of expected behaviour. Positive behaviour is encouraged by offering regular praise and encouragement. This helps to ensure that children feel valued and respected.

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

- The childminder offers children many experiences outside the home to enhance her provision for children. She takes them on outings to a variety of places of local interest. For example, children regularly explore the local canal, where they feed the ducks. Children are given many opportunities to socialise. They go to toddler groups and soft-play centres, where they learn to interact with other children. This supports their social development well.
- Children develop a love of books and reading from a young age. Books and stories are available for children to access one to one with the childminder. The childminder takes time to read and discuss the stories the children choose. She skilfully involves them in the story, pointing to the words and asking children questions as she reads. This means that children are beginning to understand that print has meaning and about the way in which books and stories work.
- Overall, children do well in their speech and language development. Younger children are confident in expressing their views as they babble away to the childminder. The childminder provides children with a language-rich environment. For example, she provides a name for different objects and encourages children to repeat what she says. However, occasionally, the childminder does not consistently model the correct pronunciation of words for younger children.

- The childminder reflects on her practice to make improvements. For example, as part of her current action plan, she is considering ways to make the outdoor area more accessible. The childminder aims to provide the best possible outcomes for children. She completes mandatory training, such as in paediatric first aid and safeguarding. However, she does not target professional development opportunities, to help raise the quality of education to an even higher level.
- Children learn about healthy lifestyles. They have access to physical play each day. For example, children have plenty of opportunities to be outside in the fresh air, visiting local parks and attractions. The childminder provides children with healthy snacks and meals from home, such as bananas and fruit muffins. Children have regular access to water throughout the day.
- Parents speak highly of the childminder and the service provided. The childminder gathers information from parents about children's routines and interests when they start and offers a settling-in process. The childminder shares information about their children's day. However, she does not maximise opportunities to help parents to build on their children's learning at home.
- Children are well prepared for the next stage in their learning. The childminder understands the importance of forming links with other providers. For example, she has positive relationships with the local school that children attend, and she shares information. This supports continuity in children's learning when they move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard the children in her care effectively. She understands wider areas of safeguarding, including female genital mutilation and 'Prevent' duty. The childminder has completed relevant training in safeguarding and is aware of her roles and responsibilities. She can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised.

What does the setting need to do to improve?

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

- use the correct pronunciation of words when talking to children, to avoid confusion and to promote their speech and language development
- establish a secure and focused programme of continual professional development, to raise the quality of the provision to the highest level
- extend the good partnership with parents, to provide more opportunities for them to be involved in supporting their children's learning at home.

Setting details

Unique reference number	EY272606
Local authority	Kirklees
Inspection number	10229487
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in South Crosland, Huddersfield. She operates her provision all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.
- The childminder discussed her curriculum intentions with the inspector during a learning walk.
- The childminder and the inspector discussed their observations of the children together.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.
- Parents shared their views with the inspector through written feedback.

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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