

Childminder report

Inspection date: 19 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 make good progress, and the childminder has a good understanding of children's abilities. She plans enjoyable and challenging activities that support children's interests and development. Key information is sought from parents to help the childminder understand each child's individual needs. This is used to help children settle and to build on their skills.

Children enter the setting happy and eager to learn. Familiar with daily routines, they show high levels of independence and a 'can-do' attitude as they are encouraged to have a go at new challenges. Key independence skills, such as putting on and removing their coats and shoes, are included as part of the daily routine. The childminder gauges well when it is necessary to intervene and provide further guidance.

Children develop a good understanding of how to stay safe, for instance, when walking to and from school. The childminder talks to them about road safety and what needs to be considered in reaching a decision whether it is safe to cross. Children show a great level of care and consideration for others and recognise the impact of their behaviour. For example, they explain the importance of tidying away toys. They push their chairs under the table, to help prevent younger children from tripping and falling when learning to walk.

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

- The childminder attends training and reflects well on her practice. She takes time to review children's assessments to identify any gaps in learning. This helps her focus on key aspects of learning for each child and ensure that teaching remains of good quality.
- Children are curious and inquisitive. They display high levels of concentration and become completely engrossed in their chosen activities. They show resilience and persevere for long periods before asking for help. For example, a child decides to construct a rainbow but it will not stand up. Each time they carefully build it back up again, slightly changing their approach, before eventually deciding they need help. The childminder is skilled in standing back and allowing children to have a go before she helps.
- Older children cooperate extremely effectively on tasks. They listen and value one another's suggestions before agreeing what they are going to do. For example, children decide to use construction bricks to make a repeating pattern and talk about what colours and shapes they want to include. Independent from the childminder, they problem-solve, talking about how a rectangle would be 'too long' but 'a square might work'.
- Children learn about shape and number in an enjoyable and practical way. For

example, they look at different road signs and numbers on the walk back from school. They talk about what numbers are on wheelie bins and try to match them to the correct house number. Children use descriptive language well and talk with excitement about their favourite toys and books. They refer to their 'best bits', retelling the story and making up alternative endings.

- Strong partnerships exist with parents and other settings that the children attend. Parents contribute to their children's files. They share their observations from home and report how the childminder keeps them well informed about their children's progress and how best they can support them. This helps to develop a consistent approach to learning.
- Children have regular opportunities to go on outings and explore their local community. However, there are less opportunities for children to learn more about others and our diverse society.
- Children learn about healthy eating and how to use tools safely. For instance, they chop their own fruit and talk about the importance of making healthy choices. Children make their own healthy yoghurt alternatives, and they plant tomatoes and collect pea pods, which they take to enjoy at home with their families.
- Resources are used well to encourage young children to be curious and explore their environment. For example, a young child picks up a silver tray and studies their reflection. They laugh and the childminder acknowledges this, asking them 'Who is that? Is that you? Can you see yourself?'. The child points and nods and looks again, but this time moves the tray slowly up and down. They watch with amazement as their face slowly disappears from view. They then put the tray down on the floor and crawl over it, looking down from above, once again studying their reflection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children and has attended recent training. She is aware of the reporting procedures should she have concerns about a child in her care. Procedures are in place in the event of an allegation being made against her or a member of the household. Children are encouraged to learn about safe practices and the reasons for these. For example, they are encouraged to tidy away toys to prevent trips and falls. Risk assessments are regularly reviewed and considered by the childminder as circumstances change. This helps to ensure that hazards are minimised effectively to help keep children safe.

What does the setting need to do to improve?

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

- extend opportunities for children to learn more about diversity, exploring similarities and differences and what it is that makes us all unique.

Setting details

Unique reference number	EY273259
Local authority	Kirklees
Inspection number	10063968
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2003 and lives in Dalton. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The inspector carried out a learning walk, which consisted of the childminder showing the inspector around her home and explaining how the curriculum is delivered.
- The inspector observed the quality of teaching and examined the impact this has on children's progress.
- The inspector spoke to the children during the inspection and took account of their views.
- The inspector looked at a sample of documents from the childminder's policies file and also looked at planning documentation and children's learning records.

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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