

Childminder report

Inspection date: 10 May 2023

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 happy and secure in this warm and friendly setting. They form strong attachments with the caring and nurturing childminder and her assistant and are happy to separate from their parents. Children demonstrate that they are happy and comfortable in the childminder's home as they engage with the activities provided. The childminder promptly meets their needs and gives lots of cuddles on request. Children display high levels of well-being. The childminder has established routines that meet their needs and make them feel secure.

Children at this setting benefit from the quality of interactions, and the childminder and her assistant are good role models of language. The childminder has a good knowledge of the learning needs of the children in her care. This is achieved by the established partnership working with parents, collecting and sharing information about children's current development and next steps. She understands the need for repetition to secure learning, and she repeats activities until learning is secure. She has clear and ambitious intentions for children's learning. For example, she plans the environment to set physical challenges to encourage children to meet their learning goals. Children are therefore progressing well in their learning journey.

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

- Children benefit from a language-rich environment. The childminder has a good knowledge of the importance of language and supports children by constantly talking as they play. The childminder's language is age-appropriate and allows children to respond. This enables children to become confident communicators.
- The childminder has a good knowledge of children's learning and care needs. She has clear and reflective intentions in relation to the learning opportunities that children need to reach their next steps. The resources and activities provided engage and suitably challenge children.
- The well-established induction process helps children form secure attachments and promotes their well-being. The childminder collects lots of information at induction. This enables her to provide a settling-in period that meets the unique needs of each family. This results in children displaying excellent levels of emotional security.
- The childminder regularly shares information with parents to help give them a good awareness of their children's progress and what they need to learn next. Parents report that they feel well supported and are confident in the childminder's ability to keep their children safe. They say that their children are making good progress in this nurturing environment. This means that learning is supported well at home, ensuring that children's learning goals are achieved.
- The childminder and her assistant have kept up to date with all mandatory training. They engage regularly with the local authority's quality team. The

childminder and her assistant are aware of how to access relevant training and demonstrate commitment to professional development. However, they have not yet accessed a wider range of professional development opportunities to enhance children's learning experiences even further.

- The childminder has high expectations of children's behaviour. The childminder and her assistant are role models of calm and considerate behaviour during their interactions with children, praising children's achievements at each opportunity. This results in a calm environment where children engage in play and grow in confidence.
- Children in this setting benefit from daily trips out into the local community. The childminder has a good understanding of the importance of children experiencing social interactions, and they regularly visit another childminder. However, the childminder does not always have a clear enough understanding of what she wants children to learn on trips into the community to fully extend their learning.
- The childminder and her assistant demonstrate a good knowledge of the challenges children may experience. The childminder has lots of experience working with children with physical and learning difficulties. She is able to recognise when a child needs additional support and knows how to access services. This results in the setting promoting inclusive practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of the signs and symptoms of each category of abuse. They understand their roles and responsibilities to keep children safe and healthy. The childminder and her assistant know how to effectively record and report concerns for the children in their care. They complete regular training to keep their knowledge up to date. The childminder and the assistant have a good knowledge of the risks to children using the internet and social media and know how to keep children safe. The childminder maintains a safe environment for children. She records any incidents and acts promptly on any concerns.

What does the setting need to do to improve?

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

- access a wider range of professional development opportunities to further extend the learning experiences of children
- strengthen her knowledge of what children learn during outings to extend their learning even further.

Setting details

Unique reference number	EY281156
Local authority	Kirklees
Inspection number	10280563
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 6
Total number of places	12
Number of children on roll	3
Date of previous inspection	25 August 2017

Information about this early years setting

The childminder registered in 2004 and lives in Huddersfield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder sometimes works with her husband who is her assistant. The childminder and her assistant hold relevant qualifications at level 3.

Information about this inspection

Inspector

Debbie Crookes

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 childminder.
- The childminder and the inspector completed a learning walk around the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents spoke to the inspector, sharing their views on the childminder's setting.

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

T: 0300 123 1231
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