

Childminder report

Inspection date	3 July 2019
Previous inspection date	18 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have secure emotional attachments to the childminder. This helps to foster their emotional well-being. The childminder exchanges important information with parents to help children to settle in. Parents are well informed about their children's ongoing care and learning.
- The childminder is committed to reflecting on and improving her practice, including through continued professional development.
- Children thoroughly enjoy playing in the safe and secure garden in the sunshine. They learn about keeping themselves safe as they play outside. For example, the childminder reminds children to be careful as they run down the driveway and explains why they have sun protection cream applied.
- The childminder is a positive role model. This is reflected in children's positive interactions, use of manners and good behaviour.
- The childminder effectively observes children, assesses their development and plans for their next steps in learning. This contributes to children's good progress, as do the childminder's enthusiastic and good-quality interactions.
- Children enjoy their time with the childminder and are developing skills for future learning, such as moving to nursery school and eventually school. They are eager to take part in activities and enjoy learning.
- The childminder has a good variety of resources for older children. However, the range for babies and children under two years is less well considered.
- The childminder does not fully consider how she can optimise children's early literacy skills throughout her learning environment.
- The childminder does not build on opportunities for children to learn to value and appreciate the diversity of the world in which they live.

What the setting needs to do to improve further

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

- provide a broader and richer range of resources for babies and younger children to optimise their learning, particularly their exploration and investigation skills
- extend children's opportunities to develop early reading and writing skills throughout the learning environment
- enhance children's opportunities to develop an awareness of the similarities and differences between themselves and others.

Inspection activities

- The inspector observed areas used for childcare purposes, activities indoors and outdoors, and the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documents, children's records of learning and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector viewed written feedback from parents.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has attended various child protection training sessions. She can confidently identify possible signs of abuse, including where children may be at risk from extreme behaviours and views. The childminder is fully aware of reporting procedures, should she have concerns of this nature. The childminder undertakes effective risk assessments to promote children's welfare. As part of this, she uses a good range of safety equipment to minimise hazards. The childminder accesses a whole host of information sources to help her reflect on and strengthen most aspects of her practice. For example, she is a member of several networks, uses online resources and forums, attends webinars and completes local authority quality improvement audits. The childminder has attended a wide range of training since her last inspection. As part of this, she has completed a childcare qualification. This has a positive impact on the quality of children's care and learning.

Quality of teaching, learning and assessment is good

The childminder actively involves parents when establishing what children already know and can do on entry, including through a 'starting points' document. Subsequently, she continually observes and updates children's achievements. She closely monitors and plans for any gaps in children's learning. Parents view and comment on their children's insightful records of learning that detail children's progress from them entering as babies. The childminder shares a copy of children's next steps in learning with parents, helping them to support these at home. The childminder motivates children and effectively builds on their learning and development as they play. She models how to mould dough into different shapes and provides a narrative during activities to build on children's communication skills.

Personal development, behaviour and welfare are good

The childminder works closely with parents to emotionally prepare children for forthcoming events, such as a trip to the dentist. For example, she provides fun activities, such as the dough dental kit, and reads associated stories. The childminder helps to promote children's emotional well-being in other ways. For example, she builds links with other providers prior to children's move to a new setting. As part of this, she shares important information to ensure that children's future transition is as seamless as possible. Children are clearly familiar with the daily routine and they show good early independence. They learn about healthy practices, for instance, as they readily wash their hands before eating their healthy lunch.

Outcomes for children are good

Children have a positive approach to learning and show good focus and concentration. They happily play alongside others, sharing and taking turns. They delight in testing out their ideas and learning how things work, such as the water wheel or electric toy toothbrush. Children develop early understanding of mathematical concepts. For example, they fill up different-sized water containers and count while jumping on the number puzzle squares.

Setting details

Unique reference number	EY293637
Local authority	Kirklees
Inspection number	10070850
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 March 2015

The childminder registered in 2004. She lives in the Kirkheaton area of Huddersfield. The childminder operates Monday to Friday, from 7.30am until 5.30pm, all year round, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

