

Childminder report

Inspection date:

8 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in a safe and exceptionally child-centred home. Young children are extremely settled and at ease as they lead their own play. They have excellent emotional attachments to the loving childminder. Her enthusiasm and skilful interactions ignite young children's enjoyment, and expand their learning continually. Young children respond positively to highly consistent daily routines. The childminder prepares children for changes to support their emotional well-being, using prompts such as a tidy-up song.

Children take part in meticulously planned activities and first-hand learning experiences. Consequently, they make excellent progress and develop a wealth of knowledge and skills in readiness for school and beyond. The childminder takes full account of children's interests and ideas. Older children create wish lists to share suggestions for outings, snacks, resources and activities, such as canvas painting and sewing.

Young children show great focus as they investigate tactile media and push the trains around the track that they have skilfully built. They are engrossed in sand play as they hide transport toys and closely observe the sand seeping through their fingers from a height. Young children develop precise small-muscle skills, in readiness for future writing. They use a spoon to scoop sand into different-sized containers, use a fork to eat their pasta, and squash and squeeze dough.

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

- The childminder broadens children's experiences through extensive outings such as a train ride, making dens, decorating rocks and visiting animal centres. Younger children develop their social skills further through music and dance sessions, play gyms and toddler groups. This includes one that the childminder set up to support her community.
- The childminder has an in-depth knowledge of each child. She monitors their progress and swiftly identifies, and intensively supports, children with a developmental delay. For example, the childminder promptly makes referrals to other professionals, uses strategies gained from specific training and works in close consultation with parents.
- The childminder develops children's communication skills exceptionally well. She uses engaging tones, continually models language and spontaneously sings songs. Young children giggle with joy as the childminder engages them in a favourite action song about a rowing boat.
- The childminder fosters children's love of stories and rhymes superbly. For example, children borrow favourite books and story sacks, and create characters with craft materials. Older children make story spoons and visit the theatre to

watch a favourite story about a tiger. Children show their love of books and develop their imagination. They enact stories using their own puppet theatre and puppets that they have made using lollipop sticks.

- The childminder provides rich opportunities for children to learn about difference. Children observe diversity through photographs and resources and learn about multi-cultural festivals, such as Chinese New Year. As part of this, they watch a dragon dance online then create their own dragons using craft materials.
- The childminder teaches children to be kind, respectful and caring citizens. For example, children help to make up Christmas sacks, and support food banks and a clothes bank, which the childminder has set up in a local school.
- The childminder exchanges first-class information with parents. She communicates with them through online information, progress meetings and daily diaries. The childminder shares extensive ideas about activities for children to do at home, which continued when they did not attend due to the COVID-19 pandemic. For instance, she dropped off exciting topic boxes, such as creating paper-mache planets and making animals using boiled eggs.
- The childminder uses stories and puppets to help children share their feelings or anxieties. She celebrates children's achievements with certificates and by displaying their work. This helps to foster their high levels of confidence and self-esteem. Children learn important social skills, such as taking turns. They use timers to know when it is time for the next person to have a turn.
- Children learn about healthy lifestyles. They harvest food and make meals, such as tomato soup. Children learn about good oral health through stories, displays, dentistry role-play and a visit from a dental nurse.
- The childminder works in collaboration with Reception staff from local schools. She uploads videos to online learning journals and plans activities to support children's learning, such as blending letter sounds together.
- The childminder uses a wealth of information sources to evaluate and improve practice. She precisely targets further training, such as promoting inclusion and supporting children's mental health. This has a significant impact on children's learning and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed extensive training to help her promote children's safety and welfare. She has an in-depth knowledge of the possible signs of abuse, and of what to do should she have any concerns of this nature. The childminder undertakes rigorous risk assessments to minimise hazards to children. She demonstrates safe practices, such as supervising young children as they eat and regularly sweeping up sand. She explains to young children that she does not want anyone to slip on this. The childminder promotes children's understanding of how to stay safe. She teaches them about 'stranger danger', road safety and internet safety.

Setting details

Unique reference number	EY332194
Local authority	Kirklees
Inspection number	10064016
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	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in the Newsome area of Huddersfield. She operates all year round from 6.30am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder is eligible to provide funded early education for two-, three- and four-year-old children. She holds a qualification at level 3.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the childminder received since the the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector observed the areas used for childcare purposes, care routines and the activities taking place indoors.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and implements her curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from children and parents.
- The childminder shared relevant documents with the inspector, including children's records of learning, training certificates, self-evaluation, improvement plans and evidence of the suitability of people living 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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