

Childminder report

Inspection date:

30 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and feel safe in the homely environment that the childminder provides. Children arrive eagerly. They wipe their feet, take their shoes off and say a cheery 'good morning'. Overall, the childminder has high expectations of children. Older children develop tolerance and show understanding and kindness to younger children. They welcome crawling babies into their play in a friendly way. Children behave extremely well.

Children are settled in the childminder's care. They display strong emotional attachments and show their obvious affection for her. Children snuggle in closely for cuddles on the sofa. Babies confidently cover their face with small blankets and initiate peekaboo games. The childminder is highly responsive and asks, 'where have you gone?' Babies show their obvious delight and giggle infectiously as they take turns during playful interactions. Children enjoy plenty of uninterrupted time to play. They concentrate well as they explore the play resources available. Children follow their own interest using small play vehicles. They develop their thinking and build on their original ideas.

The childminder continues to support children who were born at the start of the COVID-19 pandemic lockdown. She is ambitious for children. The childminder works closely with parents and follows guidance from other professionals. She continually strives to boost children's speech development and social skills.

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

- The childminder provides a strong focus on supporting children's language skills. She identifies children who are not progressing as expected and creates an environment where children's talking and listening are prioritised. The childminder is highly responsive to babies' and young children's communication. She engages children in conversations about dinosaurs and rhinos and sensitively corrects pronunciation and understanding. Children develop good speaking skills.
- Children concentrate well and persist until they succeed in threading wooden beads on laces. The childminder helps children to name the colours of the sequence they make. Babies play imaginatively as they act out familiar situations. They hold the play telephone and say, 'Hello'. The childminder skilfully joins in their play. However, she does not constantly use her knowledge of how babies learn through their senses, to optimise their early learning.
- The childminder encourages children to be independent. Children wash their hands and put their own shoes on. They display good manners and say 'please' and 'thank you'. The childminder creates social situations. She sits with children at the table and is a good role model. The childminder provides a range of

healthy foods and drinks for children. However, she does not consistently help them to understand how these support healthy development.

- Parents are very positive about the quality of care their children receive. They are impressed with the effort the childminder makes to understand and support their children's learning and progress. Parents state that their children 'feel safe, are well looked after and are treated as part of her extended family.' They describe how their children thrive in the childminder's 'home-from-home environment'.
- The childminder provides plenty of opportunity and space for children to develop their physical skills and body strength. Babies crawl at speed and pull themselves up to standing on sturdy furniture. Children enjoy outings in the local community. They learn about nature and the colours in the rainbows they see.
- Babies and young children display a love of stories and constantly bring books to the childminder to read. They know how to hold books and carefully turn the pages. Their early literacy skills are well supported. The childminder creates special moments and cosy times to read to children. She reads with expression and leaves gaps for the children to join in. Children develop their knowledge of a range of traditional stories, such as 'Goldilocks and the Three Bears'.
- The childminder has a positive attitude to improving her own practice. She values support from local authority advisers, accesses training courses and carries out her own research. The childminder develops strong relationships with other settings where children's early education is shared. This helps to support consistency for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is trained in safeguarding. She receives regular information and updates to help keep her knowledge current. The childminder has a good understanding of the possible signs that may indicate a child is at risk of abuse or neglect. She understands how to protect children and keep them safe from harm. The childminder ensures her home is safe and secure. She uses safety gates to prevent babies from climbing up the stairs and locks her door to ensure that no one can enter her home unannounced. The childminder teaches children how to keep themselves safe on outings. Children learn where to walk and how to cross the road safely.

What does the setting need to do to improve?

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

- strengthen play experiences for babies to ensure they consistently support babies' individual developmental stage and sensory explorations even further
- consistently help children to understand the importance of and the beneficial

impact that healthy foods and drinks can have on their bodies.

Setting details

Unique reference number	EY338007
Local authority	Kirklees
Inspection number	10229520
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 February 2017

Information about this early years setting

The childminder registered in 2006 and lives in Mirfield, West Yorkshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Sugden

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector spoke to children during the inspection. She observed them during play and in their daily routines.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector observed the interactions between the childminder and children.
- Parents told the inspector, through telephone discussions and written feedback, how well the childminder supports their children's learning and keeps them informed.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including qualifications and evidence of suitability for the childminder and other adults living in her home.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022