

Childminder report

Inspection date:

4 July 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are safe and happy in this warm and welcoming environment. They arrive at the childminder's home and immediately engage in the wide range of activities on offer. Children say that they enjoy their time with the childminder and like playing games, such as football, in her garden. Children enjoy a variety of home-cooked meals and healthy snacks. They say the food is delicious and their favourite thing to eat is chicken korma and rice. Children have secure attachments with the childminder and enjoy each other's company. They play cooperatively together and demonstrate good friendships. For example, older and younger children work together to build a train track. They show a great deal of concentration, determination and perseverance when completing activities of their choosing, such as puzzles.

Children are well behaved. They listen carefully to the childminder and are aware of the rules and boundaries in place. For instance, when walking back from school, children stay together and wait at pre-agreed meeting points, so the childminder can complete regular headcounts. Children have plenty of opportunities to be active and get fresh air daily. Children spend time in the childminder's garden where they play games and search for wildlife, such as birds, insects and hedgehogs.

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

- The childminder is experienced. She knows the children she cares for very well and confidently describes their individual personalities and interests.
- The childminder chats to children about school, home and their life experiences. Children tell the childminder what they have been learning at school, and have conversations about their pets and hobbies.
- The childminder involves children in all aspects of her setting. She regularly asks children what they would like to do. She provides activities and experiences that excite children's interests. For example, children explore an old wasps' nest they have found. They carefully look at the layers to find out how it is made.
- Good hygiene practices are firmly in place and children's independence is promoted well. When children arrive back from school, they hang up their belongings and sanitise their hands before going to play.
- The childminder interacts positively with children and chats to them as they play. She asks children questions and supports them to test out their own thoughts and ideas, such as when they complete challenging puzzles.
- Mealtimes are a social occasion where children sit together around the dining table. They demonstrate good table manners and always say 'please' and 'thank you' when they ask for something. Children are keen to help the childminder to

serve the food and tidy away, after they have finished eating.

- The childminder has established good links with the local school that children attend. She knows the class teachers well and regularly communicates with them about what children are learning at school. The childminder often incorporates this into her setting to provide consistency to children's education. For example, children have been learning sign language at school and have been practising this in the childminder's setting.
- Partnerships with parents are strong. The childminder shares what children are doing in her setting with parents, using a range of strategies. For instance, she sends photos and messages home, completes photo books for younger children and communicates verbally at drop-off and collection.
- Parents are very happy and say that the childminder provides a great service. They state that the childminder is flexible, approachable and gets to know the children very well. They say there is always lots for children to do, and the childminder plans some great activities and provides meals that children love.
- The childminder keeps her knowledge and skills up to date by undertaking regular training and attending webinars. For instance, the childminder has recently completed some outdoor play training and has developed this area for children.
- Self-evaluation is effective. The childminder reflects on the activities and experiences that she provides for children. She seeks regular feedback from parents and children to see how she can improve her service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility for keeping children safe in her setting. She undertakes regular checks of her environment and removes any potential hazards. She teaches children about keeping themselves safe, including when using the internet and when walking to and from school. The childminder is aware of the signs that might indicate a child is at risk of abuse or neglect. She understands the safeguarding procedures to follow and who she should contact if she is concerned about a child's safety or welfare.

Setting details

Unique reference number	EY365092
Local authority	Kirklees
Inspection number	10117700
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	5 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	18 January 2016

Information about this early years setting

The childminder registered in 2007 and lives in the Shelley area of Huddersfield. The childminder operates Monday to Friday, during term time only. Sessions are from 7.30am to 9am and from 3.30pm to 6pm. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Clare Cotton

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 setting.
- The inspector viewed all areas of the childminder's home used by the children and discussed the safety and suitability of the premises.
- The inspector held a meeting with the childminder. She sampled documentation, including suitability checks of people living and working in the household and first-aid certificates.
- Children interacted with the inspector during the inspection and talked about what they enjoy doing at the childminder's home.
- The inspector looked at written feedback provided by parents to consider their thoughts and opinions about the 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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