

Childminder report

Inspection date:

30 September 2022

Overall effectiveness	Good
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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 have warm and affectionate bonds with the kind and caring childminder. They are happy and relaxed in her care. Children are motivated to learn, and independently explore the toys and play activities provided. Young children are becoming confident in their play. They return to the childminder for a reassuring cuddle when they are tired. The childminder helps children to be independent and supports young children to take part in daily routines. They learn to take large steps and hold onto the rail, as they climb the stairs to the bathroom. Children confidently manage their own personal care.

Children are happy and confident and enjoy their time at the setting. They thoroughly enjoy developing their own play, which the childminder skilfully supports. Children make choices about what they want to play with or do. They choose from a good range of play resources. For example, children have opportunities to explore a variety of natural and textured objects and materials. This helps children to enhance their growing curiosity, sense of discovery and creativity. The childminder prominently displays children's drawings and creative achievements.

The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information to plan for children's individual learning. The childminder gets to know them extremely well. She has high expectations for children's behaviour and promotes good manners and clear boundaries. As a result, children behave well.

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

- The childminder has a good understanding of what children need to learn next. She plans activities well to help children achieve the next steps in their learning. For example, she provides regular opportunities for young children to sing and listen to songs and rhymes. This helps to promote their growing vocabulary.
- The childminder supports children's emerging speech and language skills well. She talks with children as they play, naming objects and giving them choices about which direction their play takes. She waits patiently for children to make decisions and follows the non-verbal cues they give.
- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. Children are encouraged to count throughout the day. The childminder helps children to develop a deeper understanding of more complex mathematical concepts, such as time.
- Children are well supported to understand the diverse society in which they live. They access a broad selection of resources, such as dolls, books and small-world people. This helps introduce children to the concept that people look different

from each other, but can have the same experiences.

- The childminder listens to children and attends to their welfare needs without hesitation. This is shown as she quickly recognises when children may be tired or hungry. The childminder offers children healthy food and snacks. She teaches them good hygiene routines, such as washing their hands before meals.
- Children spend a great deal of time outside in local parks and in nearby woodland. They develop a love of nature and animals. However, the childminder recognises her own outdoor areas are not safe or readily accessible. On some occasions, the intent for outdoor learning is less focused. When current restrictions allow, she has extensive plans to further develop the outdoor areas.
- Partnerships with parents are good. When children start, the childminder gathers a range of information to develop an understanding of their individual care needs, routines and stages of development. She uses a range of methods to keep in contact with parents, including daily communication diaries and verbal feedback. In their written comments, parents note the childminder's 'caring nature', and state that they feel well informed about their children's learning and progress.
- The childminder keeps her knowledge up to date. For example, she attends regular paediatric first-aid and safeguarding training. She is reflective of her practice and regularly asks parents for feedback. However, more recently, she has not considered professional development opportunities where she could build on her existing knowledge and skills, to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder has a clear understanding of wider safeguarding issues, and knows the procedure to follow and professionals to contact, if she has concerns. The childminder ensures that her first-aid qualification is kept up to date and that required suitability checks are completed for all adults living in the home. She ensures that risks to children in her home are minimised. She has identified that her garden is not safe at present, and completes a risk assessment before she takes children on any outings.

What does the setting need to do to improve?

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

- continue to develop the educational programme in the outdoor areas for all children
- identify professional development opportunities, to further strengthen existing

knowledge and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY389852
Local authority	Kirklees
Inspection number	10229546
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	1 to 7
Total number of places	8
Number of children on roll	8
Date of previous inspection	1 December 2016

Information about this early years setting

The childminder registered in 2009 and lives in Huddersfield, West Yorkshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Saturday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the childminder has 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.

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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