

Childminder report

Inspection date: 12 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a calm and welcoming environment for children. Children are happy and settled in their play. The childminder and assistant know children well. They quickly build positive relationships with children, who go to them for cuddles and reassurance. Children ask for help when needed. They feel safe and secure. The childminder and her assistant have high expectations of children's behaviour. Children receive praise and encouragement when they struggle to complete a task. For example, children keep on trying when they fasten the zip on their coat and put their shoes on. Children show a positive attitude to their learning.

The childminder plans activities to support children's development. She adapts the activities to suit the individual learning needs of the children in her care. For example, she supports the younger children to explore the feeling of the paint on their hands during a painting activity. Children use different resources to make marks with the paint on large pieces of paper. Older children mix the paint to create new colours. They explore how the colours change. Children use their fingers to make marks and identify the letters of their names. They develop good physical skills.

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

- The childminder has a clear understanding of what she wants children to learn. There is a clear progression of skills so that children are ready for their move on to school. The childminder plans opportunities to help children to widen their experiences. Children go on visits to the library, playgroups and parks. They go on bus and train rides. Children learn about the world around them.
- A range of books are available for children to explore. The childminder and assistant read books with children. They read with expression and encourage children to join in with the words of familiar stories. The childminder leads group time for children to sing songs and rhymes. Children develop a love of stories, songs and rhymes.
- The childminder and assistant model language effectively. They repeat words back to children using the correct pronunciation. The childminder and assistant ask questions to encourage children to think about what they are doing. For example, they ask children about the different marks they have made on the paper. Older children share their thoughts and ideas. Babies babble and take part in back-and-forth interactions.
- The childminder and assistant help children to follow the routines of the day. They explain what is going to happen next and give children time to adjust before changing activities. Children transition from one activity to another calmly.

- Children learn about themselves and others. They look at each other in the mirror. The assistant helps children to learn the names of their friends. Children identify the features of their face. They gain a sense of identity.
- Overall, children's personal, social and emotional development is supported well. Children learn to play alongside each other and learn to take turns. Lunch is a social time for most children. Children sit together and talk to each other. However, some children sit on their own and are not able to take part. This means that children do not always benefit from these positive social interactions.
- Children develop their mathematical skills. The childminder and assistant offer opportunities for children to count and talk about size and shape. For example, they count their fingers when cleaning their hands and how many dolls they have. The childminder tells children she is 'too big' to wear their coats.
- Parents are happy with the care which their children receive. They comment their children are eager to come and spend time with the childminder and assistant. Children ask if they are going on the days they do not attend. Parents share how their child's behaviour has improved since attending the setting.
- The childminder works closely with other providers and professionals to support children with special educational needs and/or disabilities (SEND). She follows the advice given by other professionals to meet the individual needs of children. The childminder seeks training to further develop her understanding of children with SEND. Children with SEND are supported well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to safeguard children effectively in her care. She and her assistant know the signs that may indicate that a child is at risk of harm. They know how to report any concerns regarding children or in the event of an allegation being made against herself or her assistant. Children learn about hygiene routines and the need to wash their hands before eating and after using the toilet. The setting is secure, ensuring that children cannot leave unsupervised. The childminder uses risk assessments to make sure that the play areas are free from hazards. This helps to keep children safe.

What does the setting need to do to improve?

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

- develop further opportunities for all children, including the youngest children, to consistently develop their social interactions with their friends.

Setting details

Unique reference number	EY419658
Local authority	Calderdale
Inspection number	10282256
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 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	18 January 2023

Information about this early years setting

The childminder registered in 2010 and lives in Brighouse, West Yorkshire. She works with an assistant. The childminder and her assistant have appropriate childcare training. The childminder operates Monday to Friday, from 7am until 5.30pm, all year round. She offers early funded education for three- and four-year-old children.

Information about this inspection

Inspector
Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The childminder and inspector carried out a joint observation of a group activity.
- The inspector observed the interactions between the childminder, assistant and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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