

Childminder report

Inspection date:

29 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are very happy with the childminder and her assistant. They settle quickly and with ease, receiving sensitive and caring support and encouragement. They are settled and comfortable in her home. They frequently go to the childminder and her assistant for cuddles and reassurance. This helps to support children's emotional attachments. The childminder and her assistant pay careful attention to children's individual care needs. They give praise throughout the day, to help boost children's self-esteem and confidence, motivating them to learn. Children enjoy the range of activities accessible to them. However, overall, the educational programme lacks challenge and does not meet all children's individual learning needs. This does not consistently help children to make good progress.

Children enjoy daily opportunities to go in the garden for fresh air and exercise. The childminder has placed a strong emphasis on children understanding the world around them. For example, they go on outings to parks, woodland areas and other local events. This provides children with a wide range of such experiences. Children take part in some activities linked to events or celebrations. This helps to support them to experience differences in the local and wider community.

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

- Overall, the childminder knows the children well. She identifies children's starting points in their development when they begin. However, she has not yet fully put in place a robust and ambitious educational programme to fully support children's individual development. The childminder currently does not plan well enough to challenge and extend children's interests. She relies on children selecting their own toys and then engaging with them as they explore.
- The childminder and her assistant understand what they want children to learn, but they do not always succeed in putting this into practice. Children quickly lose interest in planned activities because their interests and learning habits have not been fully considered. For instance, during an animal flashcard activity, the learning intention was to teach children about animal sounds. However, the childminder's assistant failed to successfully engage with children sufficiently well, to enable them to learn from the activity.
- Children's literacy is well supported. Children enjoy listening to stories and show their understanding as they point out pictures and respond to the childminder's assistant's questions about the story. Children enjoy handling books independently. There is a wide range of books on offer to support children's developing language and communication skills.
- The childminder and her assistant give clear rules and expectations for behaviour. They encourage the children to share and take turns in activities. In addition, they teach children to be kind, tolerant and to respect differences,

using effective discussions and role-play activities. This contributes positively to the way in which children behave, and prepares them well for their future life.

- The childminder has recently moved premises. She and her assistant work together to evaluate their practice and make changes to the learning environment. This has led them to reorganise resources, so that children have more space to play. However, the childminder does not monitor routines and children's experiences as closely as she could. As a result of this, she does not act promptly to make relevant changes that will extend children's experiences, especially during mealtimes.
- The childminder values training opportunities and this has helped to improve the outcomes for children. She supervises the work of her assistant so that his skills, knowledge and experience are monitored, and any future training needs are identified. The childminder has updated her safeguarding training and keeps other mandatory training, such as first aid, up to date.
- Parents are happy and confident when leaving children in the childminder's care. Parents and families know what children are learning about, and are given appropriate information to extend this at home. Parents feel well supported and this helps to build good working relationships.
- The childminder provides a range of equipment that supports children to develop their physical skills. For example, children enjoy sliding down a large slide. However, other learning experiences the childminder organises outdoors, do not offer sufficient challenge to enhance children's wider learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular training to help them safeguard children and keep their knowledge up to date. They understand their role and responsibilities in keeping children safe. The childminder and her assistant know the signs that may indicate a child is at risk of harm. They understand the procedures to follow and who to contact if they have a concern about a child's welfare. The childminder and her assistant show an awareness of broader safeguarding issues, including the 'Prevent' duty guidance and female genital mutilation. Although the childminder has risk assessments in place, they are not thorough or embedded in daily practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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identify clearly what children need to learn next, using this information to plan and deliver an effective programme of activities and experiences that builds consistently and securely on what children already know and can do	12/10/2022
review risk assessments to ensure they are thorough and effective in identifying and addressing any potential risks, before children arrive at the setting.	05/10/2022

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

- monitor teaching and routines more closely to identify weaker aspects of practice more promptly, to build on what works well and extend children's experiences further
- increase opportunities for those children who prefer to learn outside, to engage in more challenging activities.

Setting details

Unique reference number	EY419658
Local authority	Calderdale
Inspection number	10229571
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 2010 and lives in Brighouse, West Yorkshire. She works with an assistant. Both have appropriate childcare training. The childminder operates Monday to Friday, from 7am until 5pm, throughout the year. She offers funded places for two, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the provider 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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