

Childminder report

Inspection date: 30 June 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. Well-considered settling-in arrangements help to ensure that children feel safe and secure in their surroundings. The childminder offers cuddles and reassurance when needed, and this helps children to develop close bonds with her.

The childminder has a good understanding of the children's individual needs and stages of development. She uses this knowledge to plan a curriculum that builds on children's prior knowledge and skills. The childminder understands how babies and young children learn, and she introduces them to new experiences to broaden their knowledge and understanding.

Children understand expected behaviours, and, from an early age, they learn to share with their friends and take turns. The childminder gives children lots of positive praise and encouragement. She encourages good behaviour by recognising children's achievements. For example, when children have been particularly helpful or kind to their friends, the childminder adds what they have done to the 'proud cloud'.

The childminder recognises the impact the recent COVID-19 pandemic has had on young children's early experiences. She takes this into consideration in her curriculum planning for children born during the pandemic. For example, she plans regular outings and takes children to local places of interest to widen their experiences.

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

- The childminder finds out what children can do when they first start in her care. She works closely with parents to gain a picture of children's abilities, so she can design a curriculum that is challenging for children and helps them acquire the skills they need for their next stage in learning.
- The childminder provides a range of play experiences, indoors and outdoors, and allows children to investigate at their own pace. They enjoy exploring different items in the treasure baskets and when playing with the farm. They scrunch up the wool in a closed fist and rub it between their hands, exploring the texture. They place a pebble onto their cheek and tell the childminder it feels 'cold'.
- The childminder supports children's growing independence as she encourages them to freely explore the environment and choose resources. She gives children lots of encouragement to try new experiences and praises their efforts. This helps to develop children's confidence and emotional security as they test out their abilities. However, at times, the childminder is too quick to offer her support. For example, she puts children's aprons on rather than letting them try

themselves.

- Young children show an interest in books and help themselves to their favourites. They enjoy looking at the pictures with the childminder and naming the different forms of transport, 'helicopter', 'aeroplane' and 'tractor'. The childminder repeats the words back to them, acknowledging their efforts and reinforcing the correct pronunciation of words. The childminder is very alert to babies' non-verbal cues and is responsive in meeting their individual needs. This all helps to encourage children's communication and language.
- Children enjoy painting and mixing different colours together and add glitter to see how the mixture changes. They develop their physical skills as they paint their butterfly templates, using brushes and sponges with increased control and coordination. The childminder talks to the children about what they are doing and asks them questions to encourage their thinking and language.
- The childminder introduces the children to lots of new experiences and has various resources to support this. She plans specific activities of focus to help babies and young children develop key skills. However, the childminder is less focused on encouraging key skills at mealtimes. For example, children use sports bottles rather than learning the skill of drinking from an open cup.
- Parents are very happy with the progress their children are making in all areas of their development. The childminder keeps them updated on their children's progress and the ways in which they can further support this learning at home.
- Since the last inspection, the childminder has completed various training courses and continues to update her knowledge and skills. She considers ways to further build on the quality of what she provides for children. However, self-evaluation does not focus sharply enough on how the quality of teaching can be further enhanced to raise it to the next level.

Safeguarding

The arrangements for safeguarding are effective.

Supervision arrangements and risk assessments are effective in minimising risks to children to ensure their safety and well-being. The childminder attends regular training on safeguarding to ensure she keeps her knowledge current. She understands the signs which may indicate a child is at risk of harm. She knows who to contact to report any concerns about a child in her care and recognises the importance of making timely referrals. Clear procedures are also in place for her to follow if a safeguarding allegation is made against her or a member of the household.

What does the setting need to do to improve?

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

- improve arrangements to support young children's growing physical

independence

- extend self-evaluation to sharpen the focus on the quality of teaching and how this can be further developed to an even higher level.

Setting details

Unique reference number	EY437907
Local authority	Kirklees
Inspection number	10219408
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 2011 and lives in Mirfield, West Yorkshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two, three-, and four-year-old children.

Information about this inspection

Inspector

Annette Stanger

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 childminding provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents to get their feedback.
- 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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