

Childminder report

Inspection date: 29 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure in this welcoming and homely setting. They love to share their knowledge of the setting's pets as they know their names and describe how to care for them.

Children have a good attitude to learning. The childminder provides quality interactions, these help children to learn and celebrate their achievements. The children have strong attachments with the childminder, they are confident to share their ideas and needs with her. They are confident communicators and know that they are listened to and their ideas valued.

The childminder provides a wealth of experiences for the children on their visits into the local community. They enjoy regular trips to the park and forest school, where they meet with children from other settings and develop their social skills.

Children are being well prepared for life as they learn how to keep themselves safe and healthy. They have a good knowledge of road safety as the childminder teaches them how to stay safe when on outings. Healthy snacks are provided and the children are eager to share their opinions on their favourite fruits. The childminder talks to children about the benefits of healthy foods.

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

- The childminder recognises the impact of the COVID-19 pandemic on children's communication and language. She provides lots of opportunities for children to practise and extend their language. During malleable play, she role models descriptive language which the children copy enthusiastically. Children are making good progress with their language skills and can express their needs and ideas, this has resulted in them being confident communicators.
- Children have a good sense of belonging in this setting. They experience being part of a community as they walk to school and meet with other childminders. The childminder encourages social interactions to help children be confident to interact with known others. Children in this setting are preparing for life in modern Britain and recognising the role people play in communities.
- Children have a love of the natural world. They help to care for the pets in the setting and grow vegetables to feed them. They regularly visit a local forest school and happily share their experiences with the inspector as they say 'my wellies fell off.' Children are developing a good knowledge of their environment and the vocabulary to support this.
- Children in this setting are becoming confident in their self-care. The childminder allows children the time and support to put on their coats and shoes before they set off for school. The children find their own outdoor wear and confidently

attempt to put them on with lots of encouragement. Children are developing their resilience and independence in preparation for school.

- The childminder has responded well to previous recommendations. She has developed her communication with parents, who feel well informed of their children's learning needs. Parents say that she knows them well and that she helps to support them in their children's progress, such as potty training. This parent partnership supports children to make good progress in their learning.
- The childminder has a good knowledge of the unique needs of the children in her care. She is committed to her ongoing professional language to improve the quality of teaching in the setting. She is currently waiting to attend forest school training to develop the curriculum in the newly developed outdoor area. The childminder has ambitious intentions for the children's learning, and they are making good progress.
- The childminder has good knowledge of the children's learning needs. She demonstrates a clear ambitious intention for the children's learning and provides quality interactions, which have a positive impact. The childminder responds well to children making choices, she recently added 3D shapes to the mathematics provision as the children had enjoyed this activity while out on a visit. However, the setting would benefit from children having more opportunities to use their imaginations to select and make choices in their own learning.
- Children attending this setting are learning how to keep themselves safe and healthy. They are supported by the childminder as they use scissors to cut the dough, she explains how to hold them and the risk of hurting their fingers. The children demonstrate good listening skills, they are engaged and cautious as they enjoy this activity. Children are developing skills around risk taking and how to maintain their own safety.
- Children behave well in this setting. The childminder has high expectations for children's behaviour, which are consistent and fair. Children demonstrate positive and considerate behaviour towards each other and this results in a calm and organised environment, where children can engage in learning. Children are beginning to manage their own feelings and behaviour and understand how these impact on others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities with regard to safeguarding. She knows the signs and symptoms of abuse, including county lines and female genital mutilation. She understands the actions to take should she have any concerns. She ensures that children are kept safe and are protected. The childminder has accessed training which keeps her up to date. The childminder has recently updated their first-aid training and completes risk assessments. The childminder supports children to understand how to keep safe when they are out in the local area.

What does the setting need to do to improve?

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

- provide further opportunities for children to use their imagination and make choices in their own learning.

Setting details

Unique reference number	EY453133
Local authority	Kirklees
Inspection number	10280606
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 August 2017

Information about this early years setting

The childminder registered in 2012 and lives in Huddersfield, West Yorkshire. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Debbie Crookes

Inspection activities

- This was the first routine inspection 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 childminder spoke to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to parents and considered the written views provided by parents.
- The inspector viewed statutory documents kept by the childminder.
- The inspector spoke to children throughout the inspection and took their views into consideration.
- The childminder and inspector carried out a joint evaluation of an activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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