

Childminder report

Inspection date: 7 February 2024

Overall effectiveness	Good
------------------------------	-------------

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

The childminder cares for children with warmth, kindness and respect. Children clearly enjoy the time they spend with the childminder and her co-childminder. They giggle with delight as they join in with the actions to familiar songs and rhymes. Even the youngest children are able to participate as the childminder skilfully encourages them to clap and to tap rhythm sticks together. There are plenty of cuddles if children are tired or upset. Children behave extremely well and have wonderful manners. They receive so much praise and encouragement throughout the day. This supports their confidence and self-esteem.

The childminder makes sure that she provides children with a wealth of interesting learning opportunities. There is an effective balance of planned activities and times for children to explore and play independently. Through the childminder's skilful questioning, children learn about colours, shapes and numbers as they roll and cut play dough. The childminder plans creative activities to help children to develop their imaginations and to experience different textures and materials. Children proudly tell the inspector how they decorated paper lanterns for Chinese New Year by spraying them with paint. The childminder carefully considers what she wants each child to learn from the experiences provided. This supports children to make very good progress.

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

- The childminder is dedicated to ensuring that children benefit fully from the time they spend in her care. She carries out detailed assessments to help her to plan for children's next steps in learning. The childminder accesses training regularly to keep her knowledge and skills up to date. For instance, she has recently attended a course to support children who may need extra help with their communication and language. The childminder works extremely effectively with her co-childminder. They constantly review and develop the service they provide.
- The childminder provides a curriculum which is based on her good knowledge and understanding of how young children learn. The childminder is very clear about the purpose of the activities available. She recognises that she must focus on different things to meet each child's individual learning needs, even though they may be accessing the same activity. The childminder quickly recognises when children are losing interest in an activity and introduces an alternative to support them to remain engaged in purposeful learning.
- There is a strong focus on supporting children to become confident communicators. Babies are encouraged to babble as they play. Older children are introduced to a wealth of new vocabulary. Books, rhymes and stories are an integral part of the day. Children recall a recent tea party attended by a tiger. They excitedly tell the inspector that this was the childminder's husband who

had dressed up. Although all children have valuable interactions with the childminder at various points during the day, occasionally, the childminder does not encourage quieter children to respond to questions during group activities.

- Children benefit from healthy snacks and meals. There are strong procedures in place in relation to handwashing and hygienic nappy changing. The childminder provides a quiet and safe space for children to sleep. There are daily opportunities for children to enjoy fresh air and exercise, including regular trips to local woodland areas and parks. Here, they learn about the world around them, including taking part in activities to help to improve the local community, such as litter picking. The childminder also teaches children how to keep themselves safe when out and about.
- The childminder recognises the knowledge and skills that children need to be ready to go to school. She uses daily routines to help children to know what is expected of them. Older children start to recognise the letters and sounds in their names. They are encouraged to share and to take turns. However, at times, the childminder tidies up herself, even though she has asked children to help. On the day of inspection, older children were not given opportunities to help at lunch and snack time. This does not fully promote their independence.
- Parent feedback is highly positive. They recognise how the childminder goes 'above and beyond' for their children. They value the regular updates they receive about their children's care and their progress. The childminder offers support and advice to parents if there are any concerns that children may not be reaching their developmental milestones. She also makes suggestions about how parents can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support quieter children to answer questions during group activities
- consider how to promote older children's independence even more to help to prepare them for starting school.

Setting details

Unique reference number	EY454166
Local authority	Kirklees
Inspection number	10260260
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Liversedge, West Yorkshire. She works with a co-childminder. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jan Batchelor

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- Parents submitted written feedback which was reviewed by the inspector.
- The inspector looked at relevant documentation provided by the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024