

Childminder report

Inspection date: 19 July 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

The childminder provides a safe and welcoming environment, where children feel happy and secure. She provides accessible resources, to allow children to make choices in their play and learning. The childminder places a high priority on promoting children's communication and language skills during her interactions. For example, she introduces a wide range of vocabulary, and gives full and detailed explanations to help children to understand. Children enjoy her attention and interaction in their play. For example, when children explore malleable materials, the childminder sits opposite them. She encourages them to explore the texture, add water and food colourings, then describe what is happening. Children develop many key skills which they need in preparation for school.

Children respond to the childminder's consistently high expectations for their behaviour. They behave well and demonstrate good manners. Children are encouraged to treat others with kindness and consideration. This helps them to learn how to build friendships. Children learn to be independent throughout the day. The childminder encourages children and empowers them to do things for themselves. For example, children help to tidy away toys and resources before moving on to the next activity. Children aged two years competently put their shoes on before going outside. They receive praise and encouragement for their achievements, which promotes their self-confidence effectively.

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

- The childminder implements a well-planned curriculum. She finds out from parents about their children's routines, interests and abilities before they start. The childminder is fully aware of where each child is in their learning. She considers the individual needs of each child when planning for their next steps in learning. This contributes to the good progress that children make in their education.
- Children's early mathematical skills are well supported. Young children learn to count and are taught concepts, such as 'more' and 'less'. Children confidently apply these in their play. For example, they work cooperatively to compare how many plastic fish they have in the water tray. Children demonstrate good sorting skills and organise construction resources into different shapes and colours.
- The childminder supports children's emerging literacy skills well. Children have access to a good range of books. They independently select books and point excitedly to the pictures. Children enjoy being imaginative. For instance, they make up simple storylines as they play with toy vehicles and small-world figures.
- Children, including those in receipt of early education funding, enjoy being active and spend lots of time playing outdoors in the childminder's garden. They enjoy playing ball games and skilfully manoeuvring wheeled vehicles around each

other. Children carefully walk across planks and tyres. This supports them to develop their balance and coordination skills.

- The childminder provides children with exciting experiences to develop their curiosity and understanding of the natural world. For example, children take part in a pretend bear hunt in the woods and eagerly talk about what they have found. The childminder meets with other childminders at local toddler groups, which gives children good opportunities to socialise with others.
- Children learn the importance of keeping themselves safe. They understand that it is important to wear a hat when it is hot outside to help protect them from the sun. Children help the childminder to apply their sun cream. They understand that they do not play outside in the sun for too long when it is too hot. This helps to promote children's safety and well-being.
- Partnerships with parents are very effective. Parents state that the childminder provides a home-from-home setting and that they know that their children are really well cared for. The childminder keeps parents well informed about their children's progress and well-being. The childminder and parents work closely together to ensure the best outcomes for children.
- The childminder is committed to her role and continues to reflect on her practice. She keeps mandatory training up to date, such as first aid and safeguarding. However, the childminder recognises that she is not as proactive as she could be in seeking out further professional development opportunities to build further on her existing good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can clearly explain her understanding of how to safeguard children. For example, she knows the signs and symptoms of abuse, and how to identify children who may be at risk of harm. The childminder knows how to report concerns about children to relevant agencies, to maintain their overall welfare. She closely supervises children as they play. The childminder teaches children how to keep themselves safe when using resources and how to assess their own limitations.

What does the setting need to do to improve?

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

- seek out further professional development opportunities, to build further on existing good practice and teaching.

Setting details

Unique reference number	EY481696
Local authority	Kirklees
Inspection number	10225907
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Huddersfield, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

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 setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector interacted with the children. She took account of parents' views expressed through written feedback.

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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