

Childminder report

Inspection date: 27 February 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 feel very safe and secure at this warm and welcoming setting. They develop strong bonds with the childminder, who is a positive role model. For example, she lovingly attends to their needs and consistently demonstrates care and kindness. Babies look to her for comfort and reassurance. During care routines, such as mealtimes and sleep times, babies enjoy cuddles and nurturing interactions. This helps children develop confidence, build positive relationships with people outside of the family home and understand how to treat one another with respect.

The childminder has a clear understanding of what she wants children to learn in her care. She supports children to make good progress through a wide range of planned activities. The environment is organised well. There are lots of stimulating toys and resources. These are arranged to encourage children to play independently.

The childminder has effective settling-in procedures. Parents feed into her initial and ongoing assessments of the children. The childminder uses observations and a range of planned activities to make accurate assessments of the children's development. She uses this information to plan the children's specific next steps. For example, babies are gradually supported to become familiar with sitting in a high chair. Older children are supported to attempt the more challenging jigsaws over time.

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

- Children have plenty of opportunities to develop their physical skills. The childminder encourages them to spend time outside in the fresh air. Children are able to make large movements and raise their heartbeats as they play outside in the garden or during their regular visits to local woodland.
- The childminder plans numerous activities to help children develop their small-muscle skills. For example, children are encouraged to play with dough and make marks and patterns in sand, cornflour and on large sheets of paper. This helps children to develop the muscles they require for writing.
- Children are developing a good understanding of how to be healthy and make healthy choices. The childminder offers nutritious fruit and vegetable options for snack. Children enjoy healthy and balanced home-cooked meals. Parents receive sample menus and can provide their own food if they wish to.
- Parents are very happy with the service. They feel that their children are making very good progress and 'excelling' in the childminder's care. They report that the childminder knows their children well and keeps them informed about what their children are learning at the setting.

- The childminder understands how to identify any possible developmental delays and how to make referrals to the relevant professionals. This ensures that children receive the right support at the right time.
- The childminder supports children's move to school through planned learning and shares relevant assessments with school teachers. However, there are times when the childminder is not as proactive as she could be in her approach to seeking information, to strengthen these partnerships even further.
- The childminder keeps her knowledge and understanding of child development updated regularly. For example, she has attended numerous training courses which have improved her teaching and helped her to develop strong learning programmes for the children.
- The childminder offers children experiences outside of the home environment. For example, children regularly visit the library and enjoy many trips into the local area. This helps children to learn about communities beyond their own.
- The childminder encourages children to develop an understanding of number, quantity and size. For example, babies are supported to stack cups. The childminder commentates as they build their tower. For example, she says 'bigger, bigger, so big'. Babies delight and shake with excitement as they build their tall towers and then watch the cups fall.
- The childminder's interactions with children are good. However, at times, babies are not given enough time to explore objects. For example, babies show an interest in the light ball. However, the childminder moves on and introduces a new toy. This means that children do not have time to use all their senses to fully explore and experience the object they are playing with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard children. She understands how to identify the signs and symptoms of possible abuse. The childminder knows who to report concerns about a child at risk of harm to. She has good systems and risk assessments which keep children safe from harm in her care. Children are supervised well. The childminder has a paediatric first-aid certificate. All equipment and resources are safe and in a good state of repair. Hygiene routines are thorough.

What does the setting need to do to improve?

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

- build on existing work and further improve communication with schools and other settings children attend to support continuity in their care and learning
- ensure that babies are given enough time to experience and explore objects with all their senses before introducing new toys.

Setting details

Unique reference number	EY484698
Local authority	Kirklees
Inspection number	10264287
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 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	9 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Cleckheaton. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Clare Bligh

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 observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.

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

T: 0300 123 1231
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