

# Childminder report

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Inspection date:

22 November 2019

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good



## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder has an in-depth knowledge of the children, all under three years. She has outstanding expectations and demonstrates excellent teaching. The childminder plans an exemplary range of captivating and inspiring activities and creates a vibrant and highly resourced environment. Consequently, children make remarkable progress and develop a wealth of skills for future learning.

The childminder enhances the exciting playroom with engaging displays. For instance, children observed their collages, created with natural items, and enthusiastically recalled their autumn walk that led to them creating their own laminated leaf artwork. Children become deeply engrossed in their play. They eagerly helped to create a cosy story den, planned from their interest in lights. They showed great focus and perseverance while threading icicle-shaped lights through the holes in the cardboard box. Children flourished as the childminder praised them for doing a 'super job'. Children learn how other portable sources of lighting work while operating other resources such as a lantern.

Children and babies have excellent attachments to the childminder. They are exceptionally self-assured and independent. For example, they thoroughly enjoy deciding how to create their own pizza for lunch. Children's behaviour is exemplary. Babies practise their rapidly developing physical skills with extreme confidence.

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

- The childminder undertakes first-class observation, assessment and planning across the curriculum. This includes exciting outings and physical activities such as making obstacle courses. The childminder swiftly targets any emerging development delays.
- The childminder maximises opportunities to extend and deepen children's knowledge. For example, she reinforced messages about healthy living as children chopped up fruit and made their own nutritious pizzas for lunch. Children eagerly waited for the timer to indicate when their pizzas were ready.
- Children demonstrate impressive early literacy and mathematical skills. They delighted in writing their name and skilfully counted the balls in the ball pool and the icicle-shaped lights. The childminder creates home-made resources to reinforce these areas outdoors. For example, she provides laminated number cards for children to find corresponding numbers, and labelled pictures to search for objects and letters. Children also scan items at the supermarket, which helps to reinforce number.
- Children develop excellent emotional well-being. The childminder uses role-play resources, stories and books, for example, to support children through significant events such as the birth of a new baby or children's move to school.



- Babies show they feel safe and secure. They snuggled with the childminder for an engaging story and explored textures with great intrigue. Babies babbled with great excitement at the childminder's enthralling tone of voice. Children confidently asked for help with the dressing-up costumes.
- The childminder uses outstanding interaction, narrative and questioning to build on children's learning and language. For example, she clearly explains the intent of activities, such as making the story den. She encourages children to think of solutions, such as how to make the bottom of the box stronger and secure the lights to ensure they remain in the holes. Children love songs and rhymes and are clearly familiar with favourite stories.
- Parents are inspired to support children's learning. Families borrow favourite resources or those relevant to children's next steps in learning. Parents document children's achievements from home and what children have been doing, which helps inform the childminder's future planning. The childminder takes photographs to capture children's delightful animation during activities, to share with parents at pick-up time.
- Children showed amazing creativity while exploring dough. They moulded recognisable shapes, such as a dinosaur, and skilfully used tools to roll dough and cut out shapes. Babies tentatively poked and squeezed the intriguing squishy media.
- Daily care routines are tailored precisely around children's needs. Babies independently feed themselves, and older children, rising three, manage their own personal care extremely well.
- Children work collaboratively, for example to construct the ball pool. They learn to value and respect differences. For example, Reception-age children take food and toiletries for charitable events at school, which the childminder complements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder continually updates her comprehensive policies and procedures that underpin the efficient and safe management of her practice. She regularly updates her child protection training and fully understands who to report concerns to, should she suspect a child is being abused. The childminder carries out rigorous risk assessments and uses a wide range of safety equipment to help children to stay safe. She distributes safety leaflets to parents and records safety checks, such as those undertaken on smoke detectors. The childminder explains to children how to carry scissors correctly and how to grate the cheese for their pizza safely.



## Setting details

<b>Unique reference number</b>	303606
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10071535
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	15 September 2015

## Information about this early years setting

The childminder registered in 1995 and lives in the Lightcliffe area of Halifax. She operates Monday to Friday from 7am to 6pm all year round, excluding bank holidays and family holidays. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rachel Ayo

### Inspection activities

- The inspector observed the areas used for childcare purposes, activities indoors and the interactions between the childminder and children.
- The childminder and the inspector carried out an evaluation of one of the activities taking place.
- The inspector spoke to the childminder at convenient times during the inspection and spoke to children. She viewed written feedback from parents.
- The childminder presented relevant documents for the inspector to view, including children's records of learning and evidence of the suitability of persons living in the household.

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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