

Childminder report

Inspection date: 21 November 2019

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, who are aged three years and under, have been attending since they were babies and are at ease with the childminder. They move with confidence around the safe home. The organisation of toys and activities generally supports children's learning well. New babies have secure attachments to the childminder and readily approach her for a cuddle. They smile in response to social interactions. Babies demonstrate good small and large physical skills. They confidently toddle around and press buttons on simple technology toys.

Children behave well and play happily. The childminder sensitively explains about sharing and taking turns where there are very minor disagreements over the same toy. Children beam with pride as they show off the birthday card that they have made for a family member.

The childminder has overall good expectations of what children can achieve, although her assessments and subsequent planning sometimes lacks precision. Children develop skills for going to nursery and ultimately school. They focus well and show perseverance and a positive approach to learning new small physical skills, such as threading dried pasta tubes. As children play, the childminder shows good teaching overall, although she has not fully considered how she can continue to improve this.

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

- The childminder provides a variety of play experiences. She observes and assesses most aspects of children's progress and identifies where they are working below expectations, such as in their speech and toilet-training. This informs her planning for their next steps in learning. However, the childminder does not always identify gaps across the whole curriculum, to optimise children's individual learning and provide the highest levels of challenge for older children.
- The childminder works closely with parents to help settle new children in. She gathers essential information about home routines and what children already know and can do. This enables her to understand and plan for children's individual needs and ensure a consistent approach to their care and learning.
- The childminder keeps parents informed about what children do. For example, she updates daily diaries, shares achievements and discusses how parents can support learning at home. Children often take a favourite story home so that parents can encourage children's love of books.
- The childminder generally plans well for children's interests. For example, two- and three-year-old children delight in using tools to make marks with paint. This helps to support their small-muscle control and early literacy skills. However, the childminder does not fully facilitate babies' curiosity in sensory materials and

their exploration and investigation when organising the learning environment. Children engage in amusing early pretend play with small-world resources.

- The childminder increases children's opportunities to socialise and engage in physical activity through various outings. For example, children go to toddler groups, soft-play gyms, museums and the park. They also take trips on the train to other communities, which helps children to learn about difference and diversity.
- The childminder builds on babies' and children's early communication skills, for example, through songs, rhymes and talking about what they are doing. She introduces early mathematical concepts. For example, the childminder helps children to count the pieces of pasta they have threaded or their tower of bricks. She encourages children to turn the pieces of jigsaws around to complete various inset and interlocking puzzles successfully.
- Babies and children enjoy, and are clearly familiar with, daily routines. Babies develop early independence as they hold their own beaker and eat finger foods. Children aged two years put on their own shoes, and older children wash their own hands before eating. Children are encouraged to make healthy food choices from a nutritious diet which includes a hearty home-made tea. This helps to promote their physical well-being. Furthermore, the childminder promptly changes wet bibs, ensuring babies' comfort and good health.
- The childminder reflects on her practice in certain respects. However, she does not precisely focus professional development on building on her skills, knowledge and teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her child protection training and can identify possible indicators of abuse. She understands how to report concerns of a child protection nature, in order to help promote children's welfare. The childminder supervises children at all times and keeps the home and garden secure and free from hazards. This ensures that children can explore safely and minimises accidents. Furthermore, the childminder demonstrates safe practices, such as using the safety harness to help babies stay safe while sitting in a highchair.

What does the setting need to do to improve?

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

- identify and plan more meticulously for gaps in children's learning across the whole curriculum, to optimise children's learning and provide the highest levels of challenge for older children
- build on babies' interest in sensory media and materials, to optimise opportunities for them to explore and investigate

- develop self-evaluation to focus professional development more sharply on raising the overall quality of teaching and provision to the highest level.

Setting details

Unique reference number	EY271630
Local authority	Calderdale
Inspection number	10069172
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 October 2014

Information about this early years setting

The childminder registered in 2003. She lives in the Saville Park area of Halifax. The childminder operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. The childminder currently provides funded early education for two-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 a joint evaluation of an activity.
- The childminder and the inspector held a number of discussions. The inspector also looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection and gained feedback from one of the parents.

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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