

Childminder report

Inspection date: 16 March 2020

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 are happy and content in the childminder's home. The environment is stimulating and welcoming. Children have warm and affectionate relationships with the childminder. She helps them feel valued and consistently respects their choices during play. Children are confident to explore and access a wide range of interesting toys and games. They particularly enjoy dressing up in a variety of costumes and singing songs related to the character they pretend to be. Children's communication and language skills are well supported. They ask questions and recall past events that interest them, such as talking about feeding the birds and squirrels in the garden. They watch them from the window and discuss blossom growing on the trees.

Children demonstrate independence as they take part in daily routines. They are developing skills in preparation for their move to school, such as putting on their own clothes and using the bathroom. Children develop a variety of physical skills. They have good hand-to-eye coordination as they balance eggs on spoons in a race. The childminder has high expectations for children's behaviour and respect for other people. Children socialise with a variety of other people weekly. They develop an understanding of the differences and similarities between people in the community.

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

- The childminder has a good awareness of how children make progress. She helps them engage in play and extends their learning when she asks questions. However, on occasion, the childminder does not give children enough time to think before moving on to another question or activity. This means that, at times, they lose focus. Children show good early writing skills and pen control. They enjoy using colours and naming shapes they have drawn.
- Children enjoy reading stories and singing songs. They use musical instruments to create a variety of sounds and develop rhythm. They enjoy using the toy camera to take photographs and develop simple technological skills. However, the childminder has not considered other ways to use technology to fully support children's understanding of its uses.
- Partnerships with parents are well established. They comment positively on the childminder's care for their children and the overall service she provides. The childminder gathers information from the start about children's needs and stages of development. She works with parents to continually track children's progress and communicates verbally with them daily. Additionally, the childminder works closely with other settings that children attend. She shares assessments and continues learning experiences where possible, to extend learning further.
- Children use mathematical language during play and are supported by the

childminder to identify shapes and numbers in their environment. They play counting games and sing number songs to embed their understanding. Children enjoy puzzles and are proud to announce when they have completed them. Children clap their hands in recognition of each other's achievements.

- The childminder regularly undertakes training to extend her knowledge and refresh her childcare skills. She reflects on her practice and identifies focused areas in which she wants to improve. The childminder is passionate about providing the best support for children and their families. She aims to make them feel safe and secure with the care she provides.
- Children are provided with a range of healthy meals and snacks. They enjoy sitting at the table when eating and hold lengthy conversations with each other and the childminder. Children develop social skills and have good manners.
- Children assess risk and identify hazards. For example, they help tidy up when the floor becomes too cluttered for them to play. They respond well to the childminder's instructions and explanations. Children are polite and caring towards each other. They enjoy playing together and on their own when they want some quiet time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can clearly identify indicators of a wide range of child abuse, including those of extreme behaviour. She has a secure understanding of safeguarding and child protection procedures. The childminder monitors fire safety procedures and equipment to ensure children are kept safe in her home. Additionally, she assesses risks in the setting and ensures her premises are secure. The childminder keeps her first-aid qualification up to date and understands how to care for a child who becomes unwell or has an accident while in her care.

What does the setting need to do to improve?

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

- give children more time to think for themselves during play to help develop their concentration skills
- broaden opportunities for children to use and understand a wider range of technology.

Setting details

Unique reference number	311052
Local authority	Kirklees
Inspection number	10063952
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 August 2015

Information about this early years setting

The childminder registered in 1998. She lives in Huddersfield, West Yorkshire. The childminder operates all year round, Monday to Friday from 7.30am to 6pm, except for family holidays and bank holidays. She has an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder and the inspector completed a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written feedback provided.
- The childminder and the inspector completed a joint evaluation of an activity with children.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.

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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