

Childminder report

Inspection date: 10 September 2021

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 has created a safe, warm and welcoming environment for children. Children are happy and well settled. They have formed close bonds with the childminder and her assistant. The childminder assesses children when they first start at the setting. This helps her to find out what children already know and can do and plan the next steps for their learning. Children have lots of opportunities to be physically active. They happily explore the outdoor area, where they show off their large-muscle skills and begin to manage their own risks as they negotiate the steps and climb on the bench.

The childminder has high expectations of all children. Children are polite, respectful and are learning to share and take turns. They play cooperatively together. When minor disagreements occur, the childminder quickly steps in to diffuse the situation. Children are beginning to understand that there are rules and boundaries. For example, they know that they must take off their shoes before entering the house and wash their hands after using the toilet. The childminder and her assistant know children very well and respond to their emotional needs effectively. When children become upset, they respond quickly with reassuring words and a cuddle.

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

- The childminder has a good understanding of how children learn and develop. She plans experiences around children's interests to build on what they already know and can do. All children, including those with special educational needs and/or disabilities, make good progress and are ready for the next stage in their learning.
- Children have many opportunities to develop their mathematical skills and knowledge. They take delight in building towers and count the number of toy bricks they have used. Children show great concentration and persist even when it falls down. They eagerly count the number of red tomatoes on the plant and make comparisons as they understand there are more green ones. Older children understand quantity relates to number as they sort and categorise objects successfully. The childminder regularly introduces new positional language, such as 'on top' and 'under' during their play.
- The childminder regularly reviews her practice and is committed to making improvements. She has recently attended many online training events. This helps the childminder to keep her knowledge up to date. She shares this knowledge with her assistant to ensure that she is aware of relevant changes.
- Children have access to a range of books within the setting. However, the childminder does not consistently use opportunities to read to children. That said, children excitedly animate and recall events from the story about 'Little Red

Riding Hood'. Children use the language of feelings throughout as they describe how the girl was 'scared' and the wolf was 'angry'.

- The childminder has a clear intention to teach children about other cultural perspectives and equalities in a meaningful way. Through the use of carefully selected resources and planned activities, children begin to develop an insight into the diversity of society. For example, children know that people do not all have the same coloured skin and some people need help to walk.
- Children are kind and respectful to each other. Older children help the younger children at lunchtime and pass them their utensils and cups. The childminder engages children in conversations about healthy eating. They discuss the vegetables they like and what is 'good' to eat. In addition, the childminder plans activities to teach children about the importance of brushing their teeth regularly and looking after their teeth to support their health.
- The childminder keeps parents informed about their children's progress. She communicates with them in a variety of ways and has developed effective systems to support children's learning at home. Links with other local providers are strong. This supports children's continuous learning.
- The childminder places a strong emphasis on supporting children's communication and language skills. She introduces new words regularly during conversation. However, on occasions, the childminder and the assistant do not pronounce all their words correctly. This could have an impact on children's language development overall.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know and understand the signs and symptoms which indicate a child may be at risk of harm, including exposure to extreme views and behaviours. They have a good understanding of the reporting procedures they must follow should they have any concerns about a child's welfare. The childminder ensures that her home is clean and safe for children to play and learn. She checks regularly for hazards that could pose a risk to children. Furthermore, a range of robust policies and procedures are in place to help keep children safe, including when using the internet.

What does the setting need to do to improve?

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

- adapt teaching to ensure that the correct words and vocabulary are used consistently
- make better use of opportunities to read regularly to children to extend their love of books and reading.

Setting details

Unique reference number	503287
Local authority	Calderdale
Inspection number	10071545
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	1 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 October 2015

Information about this early years setting

The childminder registered in 2001 and lives in Elland. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Lesley Maughan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector took account of the written views of 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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