

Childminder report

Inspection date:

11 November 2021

Overall effectiveness

Outstanding

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

Children thrive in this exceptional setting. Children are well settled, happy and have formed very close bonds with the childminder. The childminder has created an exceptionally safe, warm, bright and welcoming environment for children to play, learn and develop in. She knows the children extremely well and understands what interests them. She uses this knowledge in a very effective way to build on children's knowledge and skills. Children show high levels of motivation and are deeply engaged in an array of exciting activities indoors and outside.

The childminder supports children's communication and language extremely effectively. This is a significant strength of the setting. The childminder consistently models new words during her interactions, encouraging children to repeat the words they have learned. The childminder reads stories with great enthusiasm and she skilfully supports children's active participation. Children are deeply engaged and contribute excitedly to the narrative. Children sing and dance with great enthusiasm as they 'stomp like an elephant' and 'walk like a penguin'.

The childminder is an excellent role model and has very high expectations of all children. Children, even the very youngest, are extremely well behaved. The childminder plans visits to local woodlands, parks, play gyms and museums. She uses these opportunities to help children to gain an understanding of the natural world and the wider community in which they live.

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

- The childminder has a thorough understanding of what she wants children to learn. She uses every opportunity to extend children's thinking skills. For example, when children encounter difficulties, she encourages them to find a solution and work things out. They persist and beam with pride at their achievements. The curriculum is well planned, sequenced and effective. Children make rapid progress and are well prepared for their future learning.
- Children are polite and show high levels of respect for others. For example, older children help younger children take off their boots and hang up their coats. The childminder encourages the children to share and take turns and gives them an abundance of praise for their efforts. She talks to the children about being kind to each other and to be gentle when stroking the dog. This helps them to understand that there are rules and boundaries.
- Children show extremely high levels of independence. They confidently choose the direction of their play. Older children use the toilet and wash their hands independently. The childminder continually extends children's learning. Children help to set the table at lunchtime. The childminder encourages them to count out the three bowls and three cups that they need. Older children sort and

categorise objects into containers. They begin to learn about quantity as the childminder introduces the concepts of 'more' and 'less'.

- The childminder supports children to adopt healthy lifestyles. She offers healthy snacks and drinks throughout the day. Children learn the importance of good oral health through discussions and planned activities. During a story, children recall sitting in the dentist's chair as the dentist looked for 'holes'. The childminder sends home learning packs to support parents to continue children's learning at home.
- Parents give glowing reports about the childminder. They are extremely complimentary about the care she offers. Parents are delighted with the effective two-way communication systems the childminder uses. They feel that she goes 'above and beyond' to support them with their children's learning at home.
- Children's physical development is supported extremely well. Children access a range of equipment indoors and outdoors. They take part in many activities to practise their large- and small-muscle skills. For example, they confidently ride wheeled toys and they climb and negotiate different levels in the garden. Children use a variety of implements to make marks. They show high levels of focus and determination as they use them. This helps them to develop the small muscles in their hands.
- The childminder recognises that children are unique. She talks to them about their families, different beliefs and traditions. They explore books and resources and begin to understand and respect people's similarities and differences.
- The childminder is committed to providing the very best care and education. She attends regular online training, which enhances her own knowledge and skills. The childminder carries out her own research and uses this information to improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder has a thorough understanding of how to keep children safe. She knows and understands the indicators that a child might be at risk from harm and the reporting procedures she must follow. The childminder has extensive knowledge of wider safeguarding issues. She understands that children can be at risk from female genital mutilation, online grooming, radicalisation and other extremist views and behaviours. The childminder completes comprehensive risk assessments, which she shares with parents. This further assures children's safety in the setting. Children demonstrate their knowledge of how to use a knife safely as the childminder allows them to chop vegetables during closely supervised play opportunities.

Setting details

Unique reference number	EY285308
Local authority	Calderdale
Inspection number	10073386
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Wheatley, Halifax. She operates all year round from Monday to Thursday, 7.30am to 5.30pm, except for family holidays.

Information about this inspection

Inspector

Lesley Maughan

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and took this into account in their evaluation of the setting.
- The inspector completed a learning walk with the childminder to determine how the curriculum is organised and implemented.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector took account of the written and verbal views of parents.
- The inspector carried out a joint evaluation of an activity alongside the childminder.
- The inspector checked documentation, including the suitability of people 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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