

# Childminder report

---

Inspection date: 25 January 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### The provision is outstanding

Children are happy and at ease. They have secure emotional attachments to the nurturing childminder, who provides an inspiring curriculum and has very high expectations of what children can achieve. Children show high levels of confidence and independence as they lead their own play. They demonstrate an abundance of energy, joy and a wonderful passion for learning. Children develop impressive social skills, especially given their young age. They show impeccable behaviour, happily share resources and build early friendships. Older two-year-old children are very kind and considerate to their younger peers.

Children concentrate intently while taking part in an exemplary range of inventive and stimulating activities that capture their imagination and positively reflect diversity. They make rapid progress and develop a wealth of knowledge and skills that build an excellent foundation for their future learning. Toddlers show great fascination as they observe water flowing down the strategically placed plastic guttering. They delight in watching toy cars whizzing down.

Two-year-old children expertly use familiar resources, such as bubble wands. They show amazement at the enormous bubbles they create and jump up vigorously to pop them. Children play imaginatively in the superbly equipped car wash area. They skilfully manoeuvre wheeled toys and use early technology toys. For example, they patiently wait for the electronic traffic lights to turn from red to green.

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

- The childminder uses her expert knowledge to plan an exceptional curriculum, inspired by a wide range of teaching models and educational approaches. The childminder has an in-depth understanding of children's individual learning needs and interests and how they develop.
- Children have uninterrupted time to play and explore. They use tactile resources and real-life objects that help them to learn life-long skills. The childminder skilfully listens, observes and intervenes in children's play. For example, she shows two-year-old children how to channel the sand into the narrow neck of the jar using a funnel and how to twist the tricky screw top lid.
- The childminder supports children's early language and literacy skills superbly. She uses innovative visual aids and props that make stories and singing fun. The childminder brings children's favourite stories to life using wonderful animation. For instance, she retells stories on a voice recorder and via video, which children love revisiting. The childminder models actions, such as rolling and stirring, when using rhythm sticks during a lively song about making a pizza.
- Children develop impressive physical skills. Toddlers use home-made climbing apparatus and scoop lentils with metal items. Two-year-old children operate

spray bottles when washing wheeled toys. They handle the delicate miniature porcelain tea set, carefully transferring green sand from the teapot to the cup. Children learn to use pipettes, for instance to disperse coloured water onto ice cubes.

- The childminder spontaneously incorporates early mathematics into children's play. For example, two-year-old children replicate a snowman in shaving foam using familiar items, such as tiny carrots, googly eyes, buttons and twigs. The childminder encourages children to count buttons, for instance. She introduces words, such as 'long' and 'short', to describe different lengths of ribbon that represent the snowman's scarf.
- Children develop an excellent awareness of the importance of living a healthy lifestyle. For example, they help to harvest fruit and vegetables at the allotment. The childminder also uses a favourite story about a hungry caterpillar to reinforce messages. She provides dentist role-play resources, for instance, to teach children about good oral health.
- The childminder exchanges extensive information with parents to help children settle in. Excellent partnership working continues, for example, through sharing photographs, videos and progress summaries.
- Children develop independence during excellent daily routines. They demonstrate this when they run to find their wellies and help to chop up fruit. Older two-year-old children competently manage their personal care needs.
- Children flourish when the childminder gives them an abundance of praise and encouragement, for example when they persevere and keep on trying hard with more difficult tasks.
- The childminder has first-class systems for reflecting on and improving her practice. She accesses extensive online information, attends conferences, undertakes research and uses assessment tools to monitor children's well-being. Further training, such as facilitating child-led learning and children's patterns of behaviour, have an excellent impact on practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's health and safety. She undertakes meticulous risk assessments, including those which help to minimise the spread of COVID-19. The childminder carefully balances her time between closely supervising children to minimise accidents and encouraging children to take appropriate risks and challenges as they play. The childminder confidently identifies signs of abuse and fully understands how to report her concerns. She accesses a whole host of information and training to support safeguarding policies, procedures and practices. Consequently, children are protected from harm. The childminder ensures that her assistant has appropriate knowledge and skills to promote children's welfare, for instance through first-aid and child protection training.

## Setting details

<b>Unique reference number</b>	EY339566
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10106481
<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 at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	10 December 2015

## Information about this early years setting

The childminder registered in 2006 and lives in the Hove Edge area of Brighouse. She has an assistant registered for emergency back-up care only. The childminder operates on Mondays from 3.30pm to 6pm, and Tuesday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rachel Ayo

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors and outdoors. She carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder to understand how she organises her early years provision and implements her curriculum. The childminder showed the inspector further evidence of her curriculum online.
- The inspector spoke to children during the inspection. She viewed written feedback from parents reflected in pre-inspection letters.
- The inspector looked at relevant documents, including children's records of learning, training certificates, self-improvement plans and evidence of the suitability of persons living and working 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022