

Childminder report

Inspection date: 14 June 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and secure in this homely setting. They have close bonds with the childminder and come to her spontaneously for hugs. Children ask the childminder for help when they need it. They laugh together as the childminder supports their play. Children respond with enthusiasm to her suggestions. For example, children join in with rolling and shaping play dough. They concentrate as they squeeze it through a machine. Children are independent. They make decisions about what they want to do and where they want to play. Children's emotional well-being is a priority. The childminder ensures that routines are consistent to help children to remain settled.

Children of all ages enjoy choosing and looking at books. They enjoy listening to stories read by the childminder. Children smile and join in with familiar refrains. They are confident and have high self-esteem. The childminder gives children encouragement and recognises their achievements. For example, when children succeed in pouring their own drink, the childminder congratulates them for doing it on their own. Children behave well. They are polite and kind to each other. Children share toys and take turns. The childminder praises them for their good manners.

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

- The childminder understands how to help children learn and develop. She uses her interactions and observations to plan for what children need to learn next. There is a clear sequence of learning. For example, toddlers learn to make marks with large tools. Older children learn to hold a pencil correctly, and to recognise and begin to write their name.
- The childminder supports children to become independent. Children learn to put on their own coat and shoes and to blow their nose. This helps to prepare them for the next stage of their education.
- The childminder encourages children to persevere. She gives them time to try before offering a little help if something is proving tricky, such as when using a garlic press.
- The childminder manages children's behaviour well. When children become upset, she comforts them and helps them to understand their emotions.
- Children are confident in social situations. They enjoyed asking the inspector questions and involving her in their play.
- The childminder provides healthy snacks and meals. Children learn about healthy lifestyles. The childminder encourages parents to help their children to eat a balanced diet.
- The childminder plans activities to engage children as they play and learn. For example, she provides resources to use with play dough based on children's

interests. Children cut, stamp and make models. However, the childminder does not consistently support children to extend their own ideas further, for example, through providing more easily accessible resources.

- The childminder reads familiar and new books with children. She introduces words such as 'silky', 'rubbery' and 'fluffy'. The childminder encourages children to use these unfamiliar words. This extends their vocabulary and develops their love of reading. Children hold the books and turn the pages as they read to themselves.
- The childminder supports children's developing communication skills well. For example, during breakfast children say 'nana' for a banana. The childminder models the word 'banana' and encourages children to repeat it correctly.
- Children learn about the wider world. They meet different people and visit new places. Children learn to play with other children on their regular trip to a playgroup. They visit the local park. Children climb, increasing their balance and developing their large muscles.
- Children learn about shape. They use the words 'triangle', 'square' and 'circle' as they choose their snack. However, at times, the childminder does not encourage children to practise other mathematical concepts. For example, when children put 'lots' of googly eyes on their model, she does not encourage them to count how many.
- Partnerships with parents are a strength. Parents comment on the childminder's kindness and patience. The childminder supports parents to continue their children's learning at home. For example, she provides suggestions to encourage their children's independence in managing their personal hygiene.
- The childminder reflects on her practice. She completes regular training, such as on the importance of mental health. This helps her to support children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has a secure knowledge of the signs that may indicate children are at risk of harm. The childminder understands her duty to refer any concerns to the appropriate professionals. She keeps her safeguarding training up to date. The childminder provides a safe environment for children. She conducts regular checks to ensure that her home is safe and free from hazards. Children take part in regular fire practices to ensure that they know what to do in an emergency.

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 opportunities to follow and extend their own ideas, for

example by reviewing the organisation of resources

- extend children's learning of mathematical concepts when they play.

Setting details

Unique reference number	EY483861
Local authority	Calderdale
Inspection number	10225895
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Greetland, Halifax. She works alongside another registered childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday, 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
Elizabeth Robins

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder held discussions about safeguarding, and how the childminder evaluates her practice.
- The inspector observed interactions between the childminder and children, and reviewed the impact on children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents. She took their views into account.
- The childminder provided the inspector with a sample of key documents on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022