

Childminder report

Inspection date: 21 June 2022

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

The provision is good

Children are happy and settled in the childminder's home. They are confident and engage in a range of experiences that build on their knowledge and skills. Secure and supportive relationships ensure that children feel confident to try new experiences and explore the environment.

Children make good progress in their learning from their initial starting points. The childminder understands the children's individual needs and stages of development and provides challenging activities to progress their learning. Children learn about number, colour and matching during group games as they match items of different colours, and count how many they have in total. They learn to take one away as they sing '5 little ducks' with their ducks on their imaginary ponds.

Effective partnerships with parents ensure a consistent approach through a regular two-way flow of communication. The childminder promotes children's positive behaviours by encouraging them to be aware of one another's feelings as well as their own, and work collaboratively together on tasks. During the recent COVID-19 pandemic, the childminder made sure families were supported while her setting was closed. She kept in touch through various means and provided a range of activity ideas for families to do with their children.

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

- The childminder has a good understanding of children's individual abilities, and her curriculum is well planned to successfully build on their knowledge and skills. She provides lots of opportunities for children to practise new skills and consolidate their learning. She asks children questions to get them to think, solve problems and recall previous experiences. Although, occasionally, she does not allow some children sufficient thinking time before she asks another question.
- The childminder places a great importance on encouraging children's early love of books. Children freely select books to look at with their friends, alone and with the childminder. They show good recall and join in with their favourite stories. They talk about the characters they like best and why, and talk about their own experiences which are similar to those of the characters in the book. Children also regularly visit the library and take home books and story sacks to share with their family.
- Children enjoy using their senses to explore a range of different materials. This supports their communication and language as they talk about what is happening to the shaving foam as they handle it. They use words like, 'squelch' 'splat', 'soft' and 'smooth' as they describe how it feels and talk through what they are doing. They learn new vocabulary as they talk about how the shaving

foam covers their ducks and they 'disappear' from view. Young children enjoy watching the older children before having a go themselves. They tentatively dip their fingers into the foam before copying the older ones actions, supported by the childminder. They all squeal with delight as they uncover their ducks from under the foam.

- The childminder carefully considers how best to organise her resources to encourage children who have just started to walk to move with purpose. For example, children walk and seek out their favourite toys, developing their balance, control and confidence in walking.
- The childminder recognises the impact COVID-19 has had on children's learning and development. In response, she plans activities and experiences that focus on key areas such as, getting children to socialise with others, going out into the community and visiting local places of interest. She also provides plenty of opportunities for children to participate in group games where they have to share, wait their turn and listen to others.
- The childminder works well in partnership with parents and professionals supporting children with special educational needs. She follows their advice and gives regularly feedback about the progress children are making. This partnership working and regular communication helps to target support for children and helps to rapidly narrow any gaps in learning.
- Parents feed back that they value the support they received from the childminder during lockdown and praise the 'amazing bonds' she has with the children. Their written feedback details the progress they can see their children are making and they value the childminder's suggestions of what they can do at home with their child to further support their learning.

Safeguarding

The arrangements for safeguarding are effective.

Clear safeguarding procedures are in place. The childminder understands the signs which may indicate a child is at risk of harm and knows who to contact to report any concerns. She knows what to do if a safeguarding allegation is made against her, an assistant or a member of the household.

The childminder risk assesses her home and makes use of local parks when parts of her garden are not in use. She carefully considers her use of space when caring for children of a mix of ages. She ensures older children still have opportunities to play with resources that have smaller parts, and she safely supervises younger children in other activities away from the area. This ensures the safety of younger children is not compromised.

What does the setting need to do to improve?

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

- develop a more consistent approach when asking children questions, to allow them sufficient time to think and respond
- plan in time to review and reflect on practice, to identify areas for continuous improvement, that build on the existing good practice.

Setting details

Unique reference number	EY338908
Local authority	Calderdale
Inspection number	10244543
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	0 to 14
Total number of places	12
Number of children on roll	8
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder was registered in 2006 and lives in Elland, West Yorkshire. She operates all year round, from 6.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate childcare qualification at level 5.

Information about this inspection

Inspector
Annette Stanger

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector looked at written feedback from the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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