

Childminder report

Inspection date: 16 January 2023

| Overall effectiveness | Outstanding |
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| 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 at this outstanding childminding setting. The inspirational childminder is passionate about her role. She is committed to continued improvement and delivering excellence. She has high ambitions for all the children in her care. Children have strong bonds with the childminder. They enjoy her involvement, support and encouragement during their play. These warm and gentle interactions ensure that children feel extremely secure and settled.

Children help to shape their learning experiences and know their voices are heard. For example, children are currently showing an interest in role play with babies. They confidently ask the childminder for the resources they need for their game. The childminder sensitively joins in with the children's role play. She expertly introduces new vocabulary to the children and skilfully repeats these new words. The children then confidently repeat these words in their play.

The childminder specifically plans learning that builds on what the children already know and can do. For example, the childminder implements strategies to help children develop the muscles they need for speaking and forming words. She role models language and breaks down sentences so that children are able to fully understand and communicate effectively. Children's behaviour is exemplary. The childminder has developed a range of effective strategies to support children to understand their feelings and emotions. For example, children enjoy a story about feelings. The childminder asks the children to describe how they are feeling. Children listen intently and are excited to respond. They delight in telling the childminder that they feel 'loved' and 'happy'.

Parents receive a wealth of information about what the children are learning. They are regularly updated about their children's progress and development. They report that their children are making outstanding progress and are 'very well prepared for school'.

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

- The childminder ensures that children have no barriers to learning. Her accurate, ongoing assessments of the children mean that she identifies any developmental delays swiftly. She acts upon these with integrity. For example, she works alongside parents and professionals to ensure that children receive the right support at the right time.
- The childminder is committed to furthering her knowledge and understanding of child development. She attends regular network meetings and training sessions at the local school. The childminder has completed numerous courses to help her specifically meet the needs of the children she cares for. For example, the

childminder has recently trained in language development.

- The childminder provides an extensive menu of nutritious, home-cooked meals and snacks. Children are fully involved in the design of their weekly menu and the preparation of food. She ensures that children have lots of opportunities to try new fruits and vegetables. During the children's mealtime, she encourages children to talk about how to keep themselves healthy.
- The childminder plans a range of activities to enable children to experience the awe and wonder of the world in which they live. Children learn about different ways of life and begin to make comparisons. For example, children have visited a mosque, the theatre and restaurants from different cultures. They regularly visit the library, stately homes and interactive museums. These experiences celebrate diversity and teach children about communities outside of their own.
- Children are consistently encouraged to be independent. For example, during mealtimes, children confidently wash and dry their hands, set the table, and chop their bananas. They enthusiastically fill and fold their healthy wraps, pour their drinks, and tidy away their cups and plates afterwards. Children are bursting with pride as they complete these daily tasks.
- Children are fully prepared for their move to school. For example, the childminder has built robust professional relationships with the local school and Reception class teachers. She knows which programs of learning the children will follow at school and teaches these in her setting. For example, children regularly participate in listening walks, which prepare them for the learning they will follow in their Reception class.
- Children are very confident and demonstrate high levels of resilience and self-esteem in the setting. They are challenged to complete activities and encouraged to keep on trying. For example, children enthusiastically participate in a sorting-bears activity. The childminder skilfully introduces different-coloured and sized bears at appropriate times. This challenges the children to think and solve problems. The childminder encourages children to think out loud and talk through their ideas. She consistently praises and encourages children to persevere throughout.
- The childminder is passionate about physical health and exercise. Children have lots of access to fresh air and the outdoors. Children have ample opportunity to expend their energy, use big movements, increase their heart rates, climb, dance and pedal. For example, children delight in running around and dancing in the snow. Children are learning about how to live a healthy lifestyle.
- Parents cherish the relationship they have with the childminder. They report that the childminder consistently 'goes over and above' to meet the needs of the children. They appreciate the valuable support that she provides and remark that she is 'extremely knowledgeable' and 'nurturing'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of how to safeguard children. She completes a wide range of safeguarding training. This includes female genital

mutilation, county lines, breast ironing, radicalisation and extremism. This means that she is highly alert to the signs and symptoms of abuse. Children are extremely safe in her care. The childminder knows the procedure to follow if she has concerns about a child's welfare. The childminder holds a full paediatric first-aid certificate. She undertakes regular risk assessments, which keep children safe from harm. The environment is clean and secure, and all equipment is in a good state of repair.

Setting details

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| Unique reference number | 311035 |
| Local authority | Kirklees |
| Inspection number | 10229406 |
| 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 | 2 to 9 |
| Total number of places | 18 |
| Number of children on roll | 9 |
| Date of previous inspection | 18 January 2017 |

Information about this early years setting

The childminder registered in 1997 and lives in Liversedge, West Yorkshire. She operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with three assistants, two of whom hold qualified teacher status.

Information about this inspection

Inspector

Clare Bligh

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation.

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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