

Childminder report

Inspection date: 24 March 2023

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

The provision is good

Children enjoy their time with the friendly and nurturing childminder. They demonstrate that they feel happy and settled in this warm and welcoming home. Children make good progress in all areas of their development. The childminder skilfully utilises opportunities to build on children's existing skills and teach them new things. For example, children learn about the life cycle of frogs they spot in the park and hunt for letters while exploring the local community. Children are keen to learn. They show determination as they thread laces and solve jigsaws.

Children understand the boundaries and what is expected of them. The caring childminder is an excellent role model. She communicates sensitively with children and showers them with praise. This helps to develop children's positive self-esteem and confidence. Children follow instructions, use good manners and play harmoniously with others. They learn about emotions and understand that they need to be kind and respectful as they play with the childminder's puppy.

The well-planned curriculum supports children's development across all areas of learning. Children's mathematical development is an important part of the curriculum focus. The childminder teaches children about shape and size and models counting objects in play. Children are well prepared for their transition to school. For example, they complete small tasks such as preparing snack by chopping and peeling fruit and follow tidying routines. This promotes children's independence.

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

- The dedicated childminder knows the children very well. She tailors her curriculum to support their individual needs. The childminder monitors children's progress to plan for meaningful future learning experiences. This helps all children to make good progress from their starting points.
- Children are keen to explore the well-resourced playroom. They independently access toys that are suited to their interests. They benefit from a balance of adult-led and child-initiated activities. For example, the childminder plans a group creative activity to promote children's understanding of colour mixing and develop their scissor control. However, on occasions, the childminder takes a leading role in these activities. This does not give children as many opportunities to explore, test ideas and discover for themselves.
- The childminder places a strong focus on promoting children's communication and language skills. She sensitively models words with correct pronunciation for children to hear. Children are given the time and space they need in conversations. The childminder explains the meaning of new words while reading stories. This helps children to understand and use new vocabulary.

- Children enjoy listening to the animated childminder read, often bringing books to her and requesting story time. The caring and attentive childminder happily obliges. Furthermore, children borrow books from the lending library to share with parents who are involved in their learning at home. This helps to develop children's love of reading and early literacy skills.
- The childminder wonderfully promotes healthy living with children. They talk confidently about the benefits of fruit and vegetables as they read books that the childminder has created. The childminder provides healthy and nutritious meals for children to enjoy. They have numerous opportunities to spend time outdoors and be physically active in the well-resourced garden or local parks. Parents are given ideas on how to support children's health at home. For instance, the childminder provides meal recipes and educates parents on sugar content through her displays and health initiatives.
- Parents and carers speak highly of the professional and helpful childminder who they say goes 'above and beyond'. They report that their children settle quickly and make good levels of progress. The childminder informs parents about what their children are learning and how to support this at home.
- The childminder develops positive partnerships with other professionals. She has created daily communication books to share important information with other settings that children attend. Furthermore, she shares ideas with teachers at children's transition schools to support their development, such as introducing more play dough activities to support children's early writing skills. This proactive approach complements children's learning and development.
- The childminder regularly improves her knowledge through sharply focused training. She carefully reflects on her practice. Parent feedback is gathered through regular questionnaires. A current focus of improvement is to further develop children's awareness of cultures, traditions, beliefs, and families outside their own experience. The childminder has extensive plans to widen children's understanding of the world around them further. However, these are still in their infancy.

Safeguarding

The arrangements for safeguarding are effective.

The knowledgeable childminder is clear about her roles and responsibilities to keep children safe. She undertakes regular training to refresh her child protection knowledge. This helps her to be vigilant to the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the correct reporting procedures should she have a concern about children's welfare. The childminder completes daily checks of the premises and comprehensive risk assessments to eliminate any potential hazards. Furthermore, she teaches children how to keep themselves safe. For example, children learn about how to stay safe while using the internet, and they learn about stranger danger during outings in the community. Children are well supervised. This helps to keep them safe.

What does the setting need to do to improve?

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

- provide children with more opportunities to explore, test ideas and be independent in group learning
- extend practice for raising children's awareness of cultures, traditions, beliefs, and families outside their own experience.

Setting details

Unique reference number	EY492321
Local authority	Calderdale
Inspection number	10280446
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 2015 and lives in Halifax, West Yorkshire. She operates all year round, from 7.30am until 6pm on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jessica Copland

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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.

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