

Childminder report

Inspection date: 11 August 2023

Overall effectiveness	Outstanding
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 receive an exceptional start to life at this home-from-home setting. Parents say that they will be forever grateful for the love and guidance provided to their children. The dedicated childminder and her assistant account wonderfully for children's interests, lives and unique situations and build on these. They magnificently facilitate a learning experience that helps children make tremendous progress.

Children are nurtured to become confident individuals. They are self-assured in their own abilities and show an extremely positive attitude to learning. The warm and caring childminder and her assistant shower children with purposeful praise. This helps children to know exactly what is expected of them and, as a result, their behaviour is excellent.

Children form marvellous friendships and show genuine care and concern for each other. For example, when others become upset, children quickly rush to comfort them. Laughter and joy fill the air as children sing loudly, demonstrating that they enjoy their time here. Children hand out mats and sit together to sing the welcome song. Everyone is involved, as even the youngest children toddle up to post their name, and children invite the inspector to join in. The community feel that the childminder has developed here helps children to feel incredibly welcomed, safe and secure.

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

- The curriculum is exceptionally well planned. Every opportunity has been selected to enhance children's experiences and close their gaps in learning. The childminder and her assistant know the children very well. They are clear about what the children already know and what they need to learn next. This helps children to develop swiftly and be well prepared for their next stage of learning.
- Children flourish as they benefit from a range of stimulating learning experiences. They develop their skills in cutting with scissors as they chop herbs in the garden for the mud kitchen. Children fish for foam letters in water. They demonstrate that they remember what is taught by recalling the initial sounds of familiar words. This gives children the skills that they need for moving on to school.
- Children's thinking skills are superbly encouraged through skilful questioning. Children speculate about what might happen next and solve problems independently as they create ramps for toy cars to roll down. Children take responsibility for their own learning and discovery, while being very well supported by the childminder and her assistant at every opportunity.
- Children benefit from countless experiences that enrich their life. Visits to inner

cities, vastly different to their own rural community, give children a breadth of new sights and sounds. The childminder knows the children's families well and appreciates their important values and wider lives. Children learn about important festivals and events, for example, through holding light parties and tasting foods from around the world. This helps to give them a rich set of experiences that promote an understanding of and deep respect for others.

- Children are incredibly well valued as individuals. For instance, children who enjoy playing with construction vehicles visit building sites to see these in real-life action. The childminder takes children on visits to the airport to observe aeroplanes ahead of their family holidays. Children perform their own 'shows', showcasing their talents as their friends rejoice. Unique differences are highly celebrated and respected, and because of this, children are celebratory and understanding of one another.
- The childminder places a strong emphasis on healthy and safe lifestyles. At mealtimes, children talk about how calcium gives them strong and healthy bones and which foods are best to prevent cavities. Children learn about how wearing seat belts keeps them safe and about road safety while on outings. Furthermore, the childminder encourages children to be respectful and polite to others in the community while also teaching them vital knowledge about stranger danger.
- Parents are overwhelmingly positive about the childminder, who they describe as an 'extension of their family'. They receive an abundance of information about children's development. Parents appreciate the non-judgmental support and ideas to further support learning at home. This helps children to make rapid progress from their starting points.
- This highly reflective childminder and her knowledgeable assistant work incredibly well together. They regularly improve their knowledge through training and personal research. Their professional development is sharply focused to meet the needs of children. For example, they recognise the impact that the COVID-19 pandemic had on some children's language skills. Following training, they have carefully planned their curriculum to support this. They regularly share their expert knowledge with parents to implement strategies to support children's speech development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant take their responsibility to safeguard children extremely seriously. They complete regular training and personal research to keep their knowledge up to date. They are both incredibly clear about the procedures to follow should they have concerns about children's welfare. The learning environment is clean, safe and suitable for children. Regular checks of the premises and places visited while on outings are carried out. Children are very well supervised at all times. Children learn about the risks posed to them online and how to manage these. Furthermore, the childminder shares important information with parents about internet safety to help safeguard children.

Setting details

Unique reference number	EY492242
Local authority	Calderdale
Inspection number	10288923
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	6 November 2017

Information about this early years setting

The childminder registered in 2015. She lives in the Ripponden area of Sowerby Bridge. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one full-time assistant and one assistant who provides occasional cover. The childminder provides funded 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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