

# Childminder report

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Inspection date:

7 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

The childminder provides a safe, nurturing and homely environment. Children settle quickly and feel very secure. They know the routines and boundaries well and are confident to explore the environment independently. Children approach the childminder, such as when they hurt themselves or are upset, to have their needs met. They are extremely happy and content.

The childminder's curriculum considers what children already know, their interests and their personal experiences. She then introduces new ideas and learning opportunities. For example, during a role-play activity, children talk about their holidays. They create an airport and pretend to fly an aeroplane. Children learn about the role of a pilot. The childminder teaches children new language, such as 'turbulence', 'baggage carousels' and 'runway'. Children learn about different countries. They are motivated and very eager to join in, remaining focused on all activities. Children become confident in using language.

Children show positive attitudes to their learning and readily join in with new activities. For example, during a painting activity, all children make marks with their hands and feet. Children explore and experiment mixing colours. The childminder encourages them to use their imaginations and turn their hand and footprints into a jungle by adding green and brown paint. Older children help younger children to paint wheels and use them to make marks on the paper. They know the routine and get changed to prevent their clothes from getting messy. Children know to wash their hands after the activity. They patiently wait for their turn to do so. They are confident and independent learners.

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

- Children have lots of exciting opportunities for physical development. They attend groups to develop coordination and learn about movement and rhythm. Children embed their coordination and balancing skills, such as by carrying large jugs filled from an outside tap to the water tray. They ride balance bicycles, manoeuvring around obstacles. This helps to develop and strengthen their large and small muscles.
- Overall, children learn about mathematics. They use small plastic shapes to match colours, group and sort. Children count in single digits. They make pretend ice creams using small connecting shapes. Children link the colours of the shapes with the flavours of the ice cream. They transfer water using spoons and teapots to different-sized containers. Children develop an understanding of shape, colour and early number recognition. However, the childminder does not consistently extend children's mathematical skills during child-led play.
- Children make significant progress in their personal, social and emotional

development. They role play and pretend to wear glasses like the childminder. Children learn about their similarities and differences with their friends. They take turns and build positive friendships. Children learn how to get on with their friends and resolve differences between themselves. They develop a great sense of self-esteem and confidence. Children are ready for when they start school.

- Children become increasingly independent. They learn to use cutlery to eat their lunch. Children use a knife to spread cheese on crackers. They put their own shoes and sun hats on to play outside. The childminder gives verbal instructions to less-able children. They wash their hands and use the toilet independently.
- Children show high levels of perseverance and consistently keep on trying, even if they encounter difficulties. They approach activities with confidence, and the childminder is close by to provide support. For example, when children struggle to pedal a bicycle, the childminder takes swift action to provide support, guidance and encouragement on how to pedal. Children develop resilience.
- The childminder teaches children from an early age how to keep safe. Children regularly visit the emergency services to learn about its role and the dangers in the community. They visit the fire station and learn about the dangers of fire. Children learn how to cross roads safely and the importance of not walking close to the road.
- The childminder promotes healthy eating. Children enjoy freshly cooked meals, which include fruit and vegetables. Children learn about seasonal foods and are encouraged to try new foods. They talk about their favourite foods, including why certain foods are their favourite.
- The childminder works well with parents. She shares information with parents through a messaging service and a photographic learning journal. The childminder shares information on what children are learning and how parents can continue their child's learning in the home. This includes support and advice on personal hygiene routines. Parents report that communication sharing is excellent.
- The childminder completes all mandatory training as required. However, she does not always undertake additional training that could support her understanding of child development further and enhance her teaching.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key strength of the setting. The childminder promotes children's welfare. There are clear processes in place to keep all children and their information safe. The childminder has good knowledge of safeguarding and child protection issues. She can identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety and welfare. She recognises safeguarding issues, such as grooming and extremist behaviours and views. The childminder implements a no internet policy within the home and has regular discussions with parents about internet safety.

## **What does the setting need to do to improve?**

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

- consider how to implement the mathematical curriculum during child-led play to extend children's learning further
- engage in continuous professional development opportunities to build on early years knowledge and enhance good teaching skills further.

## Setting details

<b>Unique reference number</b>	311177
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10305246
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 February 2018

## Information about this early years setting

The childminder registered in 2000 and lives in Batley, West Yorkshire. She operates all year round, from 7am to 6.15pm, Monday to Friday, except for family holidays. The childminder receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jackie Ward

### 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 manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder and the setting with the inspector.

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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