

# Childminder report

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Inspection date: 15 November 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides a well-organised and homely environment. Children demonstrate that they enjoy their time here. They tell the inspector that they like coming to the childminder's house because she is kind. The childminder places a strong emphasis on nurturing children to be thoughtful and caring individuals. Children know the 'friendship rules' well. They are encouraged to say kind things to one another and share toys, which they do freely. This helps to create a harmonious environment, where children are respected and feel safe and secure.

Children's behaviour is good. The patient childminder takes the time to explain the consequences of children's behaviour in age-appropriate ways. For example, she talks to them about why tidying toys away is important, to prevent accidents. This helps children to understand exactly what is expected of them and contribute positively to the setting.

The childminder plans an array of focused activities and play opportunities that are tailored to children's interests. They appreciate the authentic and nurturing interactions as the childminder joins in with them, laughing loudly. Children demonstrate positive attitudes to learning and exclaim, 'I am going to try again!', when they encounter challenges. They fondly tell the inspector about exciting times at the childminder's setting, such as their 'sports day', where they won trophies and medals.

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

- The childminder plans an ambitious, well-sequenced curriculum. Children demonstrate the impact of the childminder's curriculum through talking about what they have learned and remembered. For instance, they talk confidently about how the leaves fall off the trees in autumn and how it may snow in the winter as they create leaf collages.
- The childminder knows the children well. She carries out assessments to decide where they are in their learning. She gathers information from parents when children first start and then builds on this. This includes information about their development and interests. However, on occasion, the childminder does not use what she knows about children to extend their learning even further. For example, she wants children to develop their understanding of colour mixing. However, she does not support this fully during planned painting activities.
- The childminder recognises the importance of supporting children's language skills. She regularly sings songs with children and models language during play. The childminder introduces new words, such as 'crunchy', as children describe the texture of autumn leaves. Children who speak English as an additional language are very well supported. This helps all children to make good progress

in developing their speaking and listening skills.

- Children develop a love of reading. They laugh loudly as they lift the flaps in books, uncovering animals underneath. They kindly invite the inspector to join in. The childminder talks to children about the feelings and emotions of characters while sharing stories. This helps to promote their emotional literacy and recognise the feelings of others.
- The childminder places an emphasis on nurturing children to become kind and respectful individuals. The resources and books provided represent people from various backgrounds. Children learn about the people who help us as they talk about how firefighters put out fires. They learn about different languages and eat foods from around the world. The childminder's celebratory approach helps children to develop a kind understanding and acceptance of similarities and differences in people.
- There is a clear focus on promoting children's good health. Each day, children enjoy a nutritious, home-cooked meal. Children have multiple opportunities to be physically active on walks in the local area and trips to the park. The childminder ensures that children learn about their personal safety. For instance, she teaches them about road safety and encourages oral hygiene.
- Parents comment positively about this childminder, who they describe as 'super friendly, with a big heart'. They report that their children love coming to the setting and talk fondly about their experiences with them at home. The childminder ensures that parents are kept well informed about children's time at the setting. For instance, she shares important information about their development and involves parents in supporting children's learning.
- It is evident that the childminder is dedicated to her role. Her passion shines through as she describes how much she enjoys what she does. She places a focus on her professional development by completing training to update her knowledge. However, she does not yet make full use of self-evaluation processes to assess the quality of her provision or seek the views of parents when identifying further improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of her role to safeguard children. She attends regular training, which helps to ensure that her knowledge and skills are updated. This includes first-aid training. The childminder is aware of the signs and symptoms that may indicate that a child is at risk of harm. There are clear policies and procedures in place in the event of concerns about children's welfare. The home is kept spotlessly clean. The childminder conducts robust risk assessments of each area to minimize hazards in the environment. This helps to ensure children's safety.

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

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

- use what is known about children to plan even more precisely for every child, to continually build on and extend their learning further
- enhance the self-evaluation process further to include the views of parents when identifying improvements to the provision.

## Setting details

<b>Unique reference number</b>	EY252786
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10305247
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 February 2018

## Information about this early years setting

The childminder registered in 1997 and lives in Greenside, Huddersfield. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder 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 and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Children communicated with the inspector during the inspection.
- 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.

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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