

Childminder report

Inspection date: 10 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and confident in this setting, exploring independently and accessing the resources on offer. Children and their families benefit from supportive settling-in sessions. The childminder takes the time to get to know children's interests, likes and dislikes. The caring, experienced childminder responds sensitively to children's needs, providing comfort and reassurance to the youngest children when they need it. This helps children to feel safe and promotes their emotional well-being.

The childminder acts as a positive role model for children. She treats them respectfully and models positive behaviours and the expectations of the setting. Young children learn about turn-taking as the childminder explains 'my turn, your turn' as they each put a ring on the stacking towers. Where they struggle with doing this, the childminder encourages them to try different ways and have another go. This helps children to develop positive attitudes to learning and in overcoming challenges.

The childminder follows children's interests and experiences when planning for learning. For instance, when children visit the zoo with their family, the childminder builds on this in the setting by encouraging conversation and introduces other animals, such as polar bears, to extend learning. This helps to consolidate children's knowledge and supports them to make good progress.

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

- The childminder knows the children in her care well. She works closely with parents to find out about children's starting points. This helps her to understand what children can already do and what they need to learn next.
- The childminder understands the process by which children learn, such as their physical skills. For example, she puts toys and objects slightly out of young children's reach to encourage them to begin to move and cruise around the furniture. When they have mastered a skill, she then adds an extra element of challenge. This helps children to make good progress.
- The childminder provides a language-rich environment where children are encouraged to learn new vocabulary. They enjoy sharing stories, which are carefully chosen to meet children's age and stage of development. For example, younger children benefit from the interactive experience of sensory books as the childminder models new words such as 'furry' and 'bumpy'. This helps to develop children's understanding of language.
- Older children who attend school are supported by the childminder, who takes a keen interest in their day and builds on their learning. For instance, they make Eid cards and discuss Remembrance Sunday. Older children share their

knowledge and experiences with younger children, with whom they form strong bonds. This helps to raise their self-esteem and consolidate their learning.

- The childminder promotes healthy outcomes for children. They are provided with home-cooked, healthy and nutritious meals. The childminder involves families in supporting children's good health. For example, she talks to parents and carers about the importance of oral hygiene and undertakes toothbrushing in her setting. Furthermore, the childminder raises awareness of foods that may be a choking hazard and helps to safeguard children while using the internet through educating parents about online safety.
- Children visit the library, 'stay-and-play' cafés and trips in the community, which give them a breadth of social experiences. However, the childminder has not yet fully considered how to give children greater opportunities to learn about the natural world around them outdoors.
- Parents are kept well informed about their children's time at the setting through 'home books'. This helps to ensure a regular two-way flow of information and a consistent approach. Parents report that their children make good progress, particularly with their communication and language skills. They comment that they 'hugely appreciate' the childminder and how she knows their children very well.
- The childminder completes some training to develop her knowledge on topics such as healthy eating. She has recently started a child development course to enhance the early mathematics curriculum. However, this is still in its infancy and not yet embedded into practice to improve the overall quality of education for children further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that may indicate that a child is at risk. She is clear about reporting procedures should she have concerns about children's welfare. The childminder carries out personal research online to keep her safeguarding knowledge up to date. Regular checks of the environment help to ensure that it remains safe and suitable for children. For instance, the childminder ensures that stair gates are in place for those children who are crawling. Children are closely supervised. The childminder teaches them about how to stay safe. For example, she talks to children about road safety while on outings.

What does the setting need to do to improve?

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

- develop the planned curriculum further to give children a wider range of outdoor experiences to learn about the natural world around them
- ensure that training is fully embedded into practice to further improve the overall

quality of education.

Setting details

Unique reference number	311015
Local authority	Kirklees
Inspection number	10305150
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 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 February 2018

Information about this early years setting

The childminder registered in 1997 and lives in Dewsbury. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 with the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the 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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