

Childminder report

Inspection date:

27 November 2023

Overall effectiveness	Good
------------------------------	-------------

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 demonstrates a nurturing approach to caring for children. She gets to know all children very well. She provides a safe, homely learning environment. Children's personal, social, and emotional development is a priority. They establish secure attachments with the childminder. Children frequently approach the childminder for cuddles. Relationships between the childminder and children are sensitive, stimulating and responsive. Children are very happy.

The childminder provides a range of interesting and engaging activities that develop children's skills across the areas of learning. For example, during a messy play activity, children explore different textures using descriptive words. They learn rich new language, such as 'powdery', 'lumpy', and 'flaky'. Young children use their finger to make marks in the mixture. Older children draw lines with wooden sticks. Children search for hidden shapes in porridge, counting as they do so. This helps to develop children's early number skills. Children recall their favourite story 'Goldilocks and the Three Bears'. They role play the story using bears and different sized bowls. They are curious and engaged.

The childminder effectively promotes positive attitudes to children's learning. Children from a young age are able to remain focused on activities and show good concentration. This helps them to learn well. All children tidy up toys before starting a new activity. They listen to the childminder and follow her instructions. The childminder models good manners. She says 'please' and 'thank you' to children. Young children copy the childminder saying these back. Children share resources and take turns. Children's behaviour is very good.

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

- Overall, children have opportunities to develop their independence. The childminder encourages children to put on and take off their own shoes, providing hand-over-hand guidance to younger children when they struggle. Children choose their own fruit at snack time. Young children use their fingers to explore foods. Older children use cutlery.
- At times, the childminder limits children's opportunities to further develop their physical skills and independence. For instance, on occasion at mealtimes, she sits children in highchairs and takes food to them when they have the skills to progress and sit independently at a table.
- Mathematics is embedded in the curriculum. Children use wooden blocks to build towers. They learn about balance and height. Children demonstrate their knowledge when they sort bricks by colour. They learn about 'more' and 'less than'. Children use scoops to transfer porridge into diggers, counting as they do so. They learn about weight and capacity. All children make good progress from

their individual starting points.

- The childminder helps children learn about their emotions. For example, she introduces children to emotions cards. Children pick out a card to show how they are feeling. The childminder encourages all children to talk about how they are feeling and why. She teaches children to put their feelings into words. Children learn empathy, self-control and a sense of self.
- Children have opportunities for exciting physical play. Young children roll coloured balls to each other. Older children play with large hoops. They balance bean bags on their head and walk in a line. The childminder takes children to the local park. They learn to cross the road safely and how to manage risk as they use swings and climbing frames. They strengthen their large muscles and develop coordination skills.
- Children have opportunities to develop their thinking and social skills. For example, babies explore and manipulate puzzles. They develop small muscles as they grasp and put puzzle pieces into slots. Older children are encouraged to persevere with more complex jigsaws. Children engage in role play with friends. The childminder provides different scenarios for children to act out. They serve their friends drinks and ice creams. Children develop social skills.
- The childminder completes mandatory training, such as safeguarding and paediatric first aid. However, she does not target professional development precisely to enhance the quality of teaching and build on her learning and skills.
- The childminder develops good partnerships with parents and schools. Information is shared with parents through verbal and written communication, this helps parents to support their child's learning further at home. The childminder shares information with schools. This helps to ensure that children's move to school goes smoothly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements her safeguarding policy very effectively. There are clear processes in place to keep children safe and promote their welfare. The childminder ensures technology is password protected to safeguard children. She provides a safe home. The childminder uses all opportunities to teach the children about risk and how to keep themselves safe. The children have good understanding of safety and routines in the childminder's home. The childminder has a good knowledge and understanding of the signs and symptoms of abuse and when a child is at risk of harm. She knows what to do if she has any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- maximise opportunities to support children to develop the physical skills and independence they need for their future learning
- identify opportunities for training and professional development, to increase knowledge and enhance teaching skills to an even higher level

Setting details

Unique reference number	EY432797
Local authority	Calderdale
Inspection number	10308350
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	7
Date of previous inspection	19 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Southowram, Halifax. The childminder operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 2.

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 childminder.
- 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 that this was having on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023