

Childminder report

Inspection date: 14 December 2023

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the care of the experienced and dedicated childminder. They develop close bonds with the childminder and her assistant, who know children very well. The childminder carries out home visits and children attend stay-and-play sessions before they join the childminder. This helps children to benefit from a smooth transition and the childminder to have a good understanding of their needs from the very first day.

The childminder has a good understanding of how children learn and develop. She plans a curriculum that has a good balance of child-led play and adult-guided activities. The childminder enhances children's learning through 'teachable moments', which she weaves successfully through children's play, interactions and daily routines. For instance, while children eat their snack, the childminder incorporates counting and early addition. She asks children how many of their 'five a day' they will have had if they have had 'two' for snack and 'two more' at lunchtime.

Children's behaviour is very good. They are kind, well mannered and help each other with tasks such as putting their hats on and pulling down their sleeves. The childminder promotes a positive, respectful environment with encouragement and praise for acts of kindness. When asked, children immediately help to tidy up. They enthusiastically begin to put resources away as they cheerfully sing along to the tidy-up song.

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

- The childminder has a good understanding of where children are in their development. She regularly assesses children and shares her assessments with parents. However, the childminder does not consistently focus children's next steps in learning precisely enough on areas that they need the most support with to help them to make the best possible progress.
- The childminder uses her interactions to support children's learning across all areas of development. Children love spending time with the childminder, her assistant and other children. They particularly enjoy stories and singing songs. The childminder and her assistant read to children in an engaging way, which encourages children's love of stories.
- Children join in with the childminder's enthusiastic singing as she uses a deep, loud voice to sing a 'spooky spider' song. Children take delight in anticipating the part of the song where the spider jumps from under the bed. Children's giggles fill the room. They demonstrate high levels of engagement, and develop important social skills and an enthusiasm for learning.
- The childminder and her assistant support children's communication and

language development well. Children hear lots of lovely language as they have conversations. The childminder and assistant introduce new words to the children, such as 'swirling', 'rough', 'smooth' and 'feast'. Children practise their language skills as the childminder and assistant ask them questions and provide opportunities to practise their speaking skills. Children become confident communicators.

- Children benefit from nutritious home-made meals and snacks. The childminder talks to children about the importance of eating fruit and vegetables. Children have good opportunities to move their bodies in different ways. They follow good hygiene routines, such as washing their hands before eating. Consequently, children develop an understanding of healthy lifestyles.
- Parents are happy with the service provided by the childminder. They describe her as warm, friendly, professional and thoughtful. Parents state that the childminder provides a 'wholesome, wonderful setting'. They are particularly pleased with the communication they receive about all matters relating to their child's well-being. Parents appreciate the personal touches, such as photos and videos of their children enjoying their time at the childminder's setting. The childminder provides parents with monthly updates about their child's development.
- The childminder works with other professionals to support children's development. She makes links with other providers where children attend more than one setting and shares her assessments. The childminder is proactive in swiftly seeking support when she identifies that children have gaps in their development. Children benefit from professionals working together to help them to make good progress.
- Generally, the childminder promotes children's independence well. She encourages children to wipe their own noses, feed themselves and patiently supports them to dress for outdoor play. However, the childminder does not always provide opportunities for children to move on to the next stage of development quickly enough. For example, children still use cups with lids at snack time when they are able to drink from open beakers. Furthermore, the childminder gives children their dinner in a bowl with a single fork when some children are ready to use a knife and fork. This means that children do not have consistent opportunities to practise important self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her responsibilities to keep children safe and protect them from harm. She recognises the signs and symptoms that indicate a child might be at risk of abuse. The childminder and her assistant recognise safeguarding issues such as grooming, county lines and female genital mutilation. The childminder understands what action to take if she has concerns about a child's welfare. She updates her training regularly. The childminder and her assistant hold up-to-date paediatric first-aid qualifications. They know how to correctly manage allegations.

What does the setting need to do to improve?

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

- focus children's next steps in their learning more precisely on areas that they need the most support with to help them to make the best possible progress
- provide consistent opportunities for children to practise important self-care skills.

Setting details

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| Unique reference number | EY378326 |
| Local authority | Calderdale |
| Inspection number | 10305251 |
| 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 | 2 to 6 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Date of previous inspection | 15 February 2018 |

Information about this early years setting

The childminder registered in 2008 and lives in Brighouse, West Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with a registered assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Stringer

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 spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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