

Childminder report

Inspection date:

9 January 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder walks children to and from school. She has positive relationships with the teachers, and shares and receives information about the children's school day. This helps her to provide additional support to children when she needs to. The childminder provides a homely, welcoming environment, where children feel happy and secure. She provides a space where the children can relax. She incorporates their different needs, and the children choose their own activities. Children show good levels of independence. They have the space to be creative, for example they make houses out of construction materials. Children work together to complete jigsaws that have their favourite characters on. They are proud of their achievements and want to share their success.

The childminder builds positive bonds with the children, which supports their well-being. She listens to the children and values their ideas. Children's behaviour is good. The childminder has clear, consistent rules and expectations. As a result, children are kind and respectful of each other. At snack time, the older children give the younger ones time to talk. This allows the younger children to share their ideas. The children talk about what they have been doing at school.

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. Her gentle and nurturing manner helps children to feel safe, which successfully supports their emotional well-being. She enhances children's self esteem, gives them lots of encouragement and celebrates their achievements. For example, she praises children when they support their friends and include them in their games.
- The childminder supports children to develop an understanding of healthy lifestyles. Children have access to a safe garden area and have plenty of opportunity for physical activity in the setting and on trips out to local parks. Children are managing their own personal needs well. For example, children take themselves to the toilet and wash their hands.
- The childminder makes good use of opportunities to support younger children to develop their mathematical skills. For example, she encourages children to complete a clock jigsaw. Children match the pattern of numbers to the childminder's clock. Children recognise the numerals and the childminder supports them to set the time to home time. This demonstrates that they have consolidated their learning.
- The childminder regularly uses a range of questioning techniques to get children to think. She asks open-ended questions, such as 'What do you think will happen?' She gives children time to think and answer. This gives children opportunities to think independently and develop their critical thinking skills.

- Children with special educational needs and/or disabilities (SEND) are very well supported by the childminder. She understands their needs by gathering detailed information from parents and school staff that work with children. She implements strategies as a result of these discussions to help children to develop. For example, children with SEND develop their independence, understand the routines and play happily alongside other children.
- Parents explain how the childminder is flexible and supports the whole family. Parents feel there is a good two-way flow of information. The childminder always shares information from the school. She ensures she shares key information with parents at drop off and pick up times. Parents say the care is 'excellent' that the childminder offers to their children.
- The childminder regularly reviews the quality of the service she provides. She seeks the views of parents and children to help identify areas for improvement. For instance, children help to plan the tea menus each week and add items to the shopping list. They decide on activities they would like to do and vote on games to play together.
- The childminder is committed to developing her skills and knowledge further. She is experienced and qualified and takes advantage of additional training opportunities. This enables her to better meet the individual needs of all children in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	303598
Local authority	Calderdale
Inspection number	10308066
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	4 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 2000 and is located in Halifax. She operates all year from 8am to 9am and 3.15pm to 5.30pm, Monday to Thursday, term time only. She provides care for children in the school holidays from 8am to 5.30pm except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Julie Dent

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 childminder and the inspector had a discussion about how the curriculum and the premises are organised to meet children's needs.
- Parents provided written feedback, and the inspector took account of their views.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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