

# Childminder report

---

Inspection date: 12 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and content in the care of the cheerful and nurturing childminder. The childminder's and her assistants' interactions with children are positive. Children build close bonds with the childminder and her assistants, who are very alert to children's well-being. For example, they quickly offer reassurance if children become upset. Children benefit from lots of emotional support, such as cuddles, encouragement and praise. These help children to feel secure.

The childminder knows children well and plans experiences and the curriculum around topics to promote their learning. For example, she sets up a 'Santa's workshop' for children to explore Christmas-themed activities. Children's imaginations are stimulated as they dress up as elves before entering the workshop. They develop their coordination, such as they use scissors to cut wrapping paper. Children practise their early mathematical skills, for example, when they sort bows into colours. Children show immense pride as they persevere and successfully wrap pretend gifts using paper and sticky tape.

Children behave well in the care of the childminder. The childminder and her assistants are good role models for children, communicating with children and each other respectfully. Children call each other by name and play together cooperatively. When minor conflicts arise, the childminder and the assistants are skilful at allowing children time to overcome these independently. Children develop important social skills.

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

- The childminder provides a broad curriculum that offers children a good variety of experiences. She uses themes, such as around the story of 'Stick Man' and Christmas, to introduce new learning opportunities to children. For example, children enjoy a train ride at Christmas. Children are curious and keen to learn.
- The childminder and the assistants work together to monitor children's development. They have regular discussions to plan next steps to support children's learning. Overall, children make good progress. However, the childminder's plans for younger children are not as precise. As a result, she does not provide specific opportunities for babies to practise new skills.
- The childminder completes regular assessments of children's progress. She identifies any delays in their development. The childminder acts quickly to seek support from other professionals, such as health visitors, to best support children at risk of delay or those with special educational needs and/or disabilities. Children receive the additional support that they require quickly.
- The childminder and her assistants ensure that children feel valued. Children hang their belongings on their individual coat pegs. They enjoy taking turns to

be a 'star helper'. Children have their own bells to jingle while singing Christmas songs. Children feel a sense of belonging in the childminder's home.

- Children benefit from making decisions about their day. For example, the childminder and her assistants let children decide when they are ready to have a nap and where they would like to play. Children move around the childminder's home with confidence and enthusiastically join in with activities.
- The childminder and her assistants spend lots of time communicating clearly with children. They repeat words back to the childminder to encourage the correct pronunciation. The childminder and the assistants narrate on what children are doing and ask them questions. For example, they ask children how their voices change as they talk through an empty tube.
- Children use cutlery at lunchtime and colour with pencils. This helps them to develop the muscles in their hands for early writing. However, the childminder does not consistently provide opportunities for children to practise their large-muscle movements indoors, such as, climbing and jumping. When children seek out this type of play, the childminder and the assistants discourage it, in order to keep children safe. Consequently, children do not have opportunities to develop an understanding of how to manage risks to keep themselves safe.
- The childminder works with parents in all aspects of their children's care and development. She shares regular information with parents about their children's development and keeps them informed about the activities their children take part in. The childminder shares home learning bags with parents to take home. Parents feel informed and are able to continue to support their children's development at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe and ensures that her home is secure. The childminder and her assistants complete regular safeguarding training. They know what signs and symptoms may indicate a child is at risk of harm, including the signs of domestic abuse and female genital mutilation. The childminder is aware of the reporting procedures should she have a concern about a child's welfare. She and her assistants hold relevant paediatric first-aid qualifications.

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

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

- focus plans more sharply to help babies to make progress across all areas of their development
- enable children to regularly practise their large-muscle skills and support them to understand how to manage risks independently.

## Setting details

<b>Unique reference number</b>	EY493893
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10301324
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	33
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Lightcliffe, Halifax. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with two registered assistants. 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 inspector viewed the setting and discussed the safety and suitability of the premises with the childminder.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- A joint observation was carried out by the childminder and the inspector.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023