

Childminder report

Inspection date: 4 March 2024

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

The kind and caring childminder has strong and warm relationships with children. She plays with children and often laughs and jokes with them, which they enjoy. This helps children to feel safe and emotionally secure. The childminder teaches children about respect and consideration for others. The impact of this is evident as children show a high regard for one another. For example, children are keen to share things of importance to them with the childminder and their friends, such as the dolls that they have brought from home. Children display high levels of emotional well-being and routinely use good manners, without the need for prompting by the childminder.

The childminder knows the children in her care very well. She gathers information from parents and uses this to plan activities that link to children's individual learning needs and interests as soon as they start. Children are happy and confident in the childminder's inviting and welcoming home. The childminder has a good understanding of how children learn. Her curriculum is well sequenced and designed to support children to make good progress across the areas of learning. The childminder encourages children's curiosity through effective planning of new ideas and opportunities. For example, she supports children to develop an interest in a wide range of animals by taking them on a visit to the zoo.

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

- The childminder observes and monitors children's learning effectively. She maintains systems that work for her and enable her to share valuable information with parents. Furthermore, it enables her to support children to make good progress by identifying any gaps in their learning. This is particularly evident in children's communication and language development. The childminder uses various teaching strategies to extend children's vocabulary. For example, she narrates on children's play and uses effective questioning techniques. In addition, the childminder and the children sing songs and rhymes. The childminder encourages children to share their thoughts and views, supporting them to become confident speakers.
- The childminder talks to parents daily about her upcoming plans for children and the experiences their children enjoy with her. She sends them photos of their children who are engaged in a wide range of activities that they enjoy doing. The childminder ensures that her work in partnership with parents supports children's continued learning at home. Additionally, she works closely with parents to ensure that children's individual needs are met, for example, when potty training.
- The childminder is qualified and experienced. She uses her knowledge of how children learn and weaves this information into her theme-based curriculum.

Children are keen to join activities that the childminder plans for them. However, occasionally, during such adult-led activities, children's development is not promoted to the highest level. This is because the childminder completes tasks that children can do for themselves, such as adding the glue to their animal masks.

- Mathematics is integrated into the childminder's daily activities, providing opportunities for children to learn about numbers, shape and size. Children love to play freely with the role-play resources. They spend time using the play kitchen and associated resources as they make a 'birthday cake' for their dolls. Children count the candles on the 'cake' and use language such as big and small as they cut the cake into pieces. The childminder encourages children to count and group different objects as they play. Role-play activities are extended further as children dress up as a nurse to take care of the dolls. They apply plasters and use a stethoscope with confidence.
- Children's health and safety are promoted well by the childminder. She provides a range of fruit for snacks and uses a large display of healthy foods to refer to with children. This supports their understanding of a healthy diet. Parents send healthy options for lunches for their children. The childminder uses effective risk assessments to keep the children safe, indoors and in the garden. Regular practising of the fire evacuation plan means that children are aware of what to do in an emergency situation.
- The childminder keeps up to date with essential training, such as first aid and safeguarding. She also seeks to develop her skills and knowledge in areas that are beneficial to the children. She completes additional training courses, seeks the support of other local childminders to share knowledge and uses online opportunities for learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- ensure that children's learning is promoted to the highest level during planned activities.

Setting details

Unique reference number	303514
Local authority	Calderdale
Inspection number	10317075
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 1995 and lives in Brighouse, West Yorkshire. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lindsay Dobson

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 and the inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder shared information about how she works in partnership with parents.
- The inspector held discussions with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and the children in the dedicated playroom.

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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