

Childminder report

Inspection date: 18 January 2023

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy at this homely setting. They develop a strong relationship with the childminder, which begins at their settling-in sessions. The childminder spends time with parents to get to know each child's needs and interests. Children can attend for shorter sessions, to familiarise themselves with the setting and become settled.

Children feel safe. They confidently explore the environment and move between activities. The childminder allows children to swap resources based on their interests. Children confidently express to the childminder what they want to play with. The childminder has high expectations of children. Children learn skills such as turn-taking using card games. Older children model to younger children how to use the role play doctor's equipment. They show respect for each other and share resources well.

Overall, the childminder plans well for children's learning and development. She has clear next steps for children's learning, which she shares with parents. The childminder is ambitious for all children. Children with special educational needs and/or disabilities receive additional support to aid their progress. The childminder works alongside other agencies, such as health visitors, to implement support plans for children who are awaiting specialist referrals.

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

- The childminder completes additional training to keep her own knowledge up to date. She also attends regular networking meetings with other childminders and the local authority, to share ideas about best practice. This helps to enhance the childminder's evaluation of her own setting.
- The childminder bases her well-planned curriculum on the children who attend her setting and the skills which they need for their future learning. She completes regular assessments of children's development and plans clear next steps to develop their knowledge. However, at times, the childminder plans themed activities which do not consider all children's individual stages of development. This means that, during these times, not all children's learning is extended.
- The childminder places a large focus on children's communication and language development. She models a love of books to children. Toddlers sit and hold books carefully, turning each page to look at the illustrations. She introduces new vocabulary to children during their play. For example, when children explore a toy Noah's Ark, the childminder labels the animals. Children repeat the new words which they have learned.
- Children are given the opportunity to explore the local area. The childminder

takes children to a green space to practise balancing on scooters. They visit a park so that children can climb on climbing frames and build confidence in exploring new spaces. Children visit a local farm, which helps to develop their knowledge of animals and the environment they live in.

- The childminder encourages the development of children's fine motor skills. She provides play dough with utensils for children to practise cutting and moulding. Children freely access a creative area with various mark-making tools. They enjoy using paint sticks to make marks on paper laid on the floor. The childminder recognises the importance of strengthening the muscles which children need for early writing.
- The childminder has a clear understanding of the purpose of the resources which she provides. However, occasionally, the childminder limits children's learning by placing too much focus on the resources, rather than on the learning taking place. For example, during an activity, children want to explore the stickers provided. The childminder encourages the use of other resources instead, and children lose focus. This has an impact on children's engagement in their learning.
- The childminder promotes children's healthy lifestyles. She provides children with a fruit snack, which they cut independently. The childminder communicates to parents her expectations for children to have nutritious lunch boxes. She has conversations with children and their families about the importance of brushing their teeth effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is effective in keeping children safe in the setting. She has safety gates across the stairs so that children are not able to access them without adult support. The childminder places high locks on doors so that children cannot reach the handles. The childminder completes additional safeguarding training to develop her own understanding in areas such as radicalisation and female genital mutilation. She knows whom to contact if she has a concern about somebody who works with children or a concern about a child's welfare at the setting.

What does the setting need to do to improve?

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

- enhance the planning of activities to consider every child's stage of development
- strengthen the focus on the process of children's learning during activities to ensure that they remain engaged.

Setting details

Unique reference number	2585808
Local authority	Wakefield
Inspection number	10263009
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Pontefract. She operates all year round from 7.30am to 6.30pm, on Tuesdays and Wednesdays, except for family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Abby Clarkson

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 discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder completed a joint evaluation of an activity.

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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