

# Childminder report

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Inspection date: 27 June 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

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

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|                                              |            |
|----------------------------------------------|------------|
| Overall effectiveness at previous inspection | Inadequate |
|----------------------------------------------|------------|

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

### The provision is good

The childminder provides a warm and welcoming environment, which meets children's individual needs. She offers children an abundant range of high-quality toys and resources, which are labelled and easily accessible. This helps children to make decisions about their learning. Children have a good sense of belonging as they form secure relationships with the caring childminder, who knows them well. They are familiar with routines and are confident in their environment.

Children's behaviour is good. The childminder uses effective behaviour management strategies to help children to learn to take turns, listen to each other and respond appropriately. The childminder's consistent, gentle reminders and positive encouragement supports children's self-esteem.

The childminder encourages children to be imaginative in their play. For example, children delight in being a firefighter and extinguish pretend fires. They cook and clean in the role-play kitchen, and give out ice creams to friends and visitors. Children are very well supported to improve their mathematical ideas and have a good grasp of numbers and shapes. For example, they count bricks into dishes, match colours and shapes, and confidently count during their play. Children learn the skills required to be well prepared for their move on to school.

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

- The childminder has improved self-evaluation arrangements following the last inspection and has made good progress. She has worked closely with the local early years team to improve all areas of her practice. She is more aware of children's expected developmental stages. The childminder considers children's interests and what they need to learn next when planning activities.
- Generally, children make discoveries and experience challenge in their play. For instance, they explore how fast different objects come down a slide. They work out how to transport enough soil and water to make mud for the water chute. This helps children to build on their resilience and problem-solving skills. However, the childminder does not extend the use of questions to help build on children's learning and thinking.
- Children gain a good understanding of living a healthy lifestyle. They learn which foods are healthy and the benefits of exercise. Children have ample opportunities to extend and practise their physical skills. The childminder uses innovative ways to teach children about oral health. She laminates pictures of teeth and children scrub away pretend plaque. Children learn good personal hygiene routines that help them to be independent in their self-care when they move on to school.
- Feedback from parents is very positive. They say that they are impressed with

the progress their children have made in their speech and in their child's behaviour at home. Parents value the advice and support which they receive on issues, such as dummies and reducing screen time. However, the childminder does not consistently offer guidance and ideas for parents to further support and encourage their children's individual learning at home.

- The childminder is enthusiastic and supports children's communication and language skills well. She uses a good commentary as children play and introduces new words to extend their vocabulary. All children, including those who speak English as an additional language, benefit from the support which the childminder provides.
- The childminder is committed to improving her knowledge and skills. For instance, she is booked on training to increase her awareness of how to support children with special educational needs and/or disabilities. The childminder conducts reading and researching online to strengthen her knowledge about planning for children's future learning.
- The childminder fosters children's independence well. She consistently encourages children to try and do things for themselves. As a result, children develop confidence in making decisions about what they want to play with and which skills they want to practise. For instance, drawing a circle or pedalling a car successfully.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has updated her safeguarding training. She can demonstrate a good understanding of the safeguarding and welfare requirements of the early years foundation stage. The childminder is aware of her responsibility to report concerns about a child in her care. She understands the procedure to follow should an allegation be made against a member of her household. The childminder is alert to the signs that a family may be vulnerable to radicalisation. She has an effective knowledge of safeguarding issues, such as female genital mutilation and county lines. The childminder uses detailed and confidential recording of children's attendance, accidents and incidents. She uses daily checks on the environment to identify any potential hazards, in order to minimise them.

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

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

- challenge children further during activities to extend their learning and development
- strengthen sharing of next steps information, so that parents are very clear about how they can help their children continue their learning at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2601992                                                                           |
| <b>Local authority</b>                             | Wakefield                                                                         |
| <b>Inspection number</b>                           | 10231405                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 1                                                                                 |
| <b>Date of previous inspection</b>                 | 7 February 2022                                                                   |

## Information about this early years setting

The childminder registered in 2020 and lives in Alverthorpe, Wakefield. She operates all year round from 7am to 6pm, Monday, Wednesday and Friday, and from 7am to 1pm, Tuesday and Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jan Harvey

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children, and assessed the impact of this on children's learning.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector considered written feedback from parents and took account of their views.
- The inspector held a discussion with the childminder about the safeguarding and welfare of children, and how the provision is organised. A separate discussion to collect evidence for the overall quality of the provision was held on a subsequent day when children were present.

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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