

Childminder report

Inspection date: 25 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed and welcoming home environment. Children enjoy spending time together and show that they are happy, safe and settled. The childminder has a good knowledge of how children learn and develop. She implements a broad curriculum and is clear about what she wants children to learn next. For example, the childminder promotes older children's understanding of colour, counting and mathematical language well. Children discuss size and count blocks as they build towers. They count small toy dinosaurs that fit together. Children eagerly make their own choices and develop skills that help them to be active and exploratory learners.

Children enjoy the activities that the childminder plans. For example, they quickly become captivated in imaginary play with a doctor's kits and dolls. Children use their small-muscle skills as they skilfully use glue sticks to create winter pictures. The childminder repeats simple words and instructions to help children to learn, such as 'hat' and 'gloves'. Children have a positive approach to their learning and develop key skills in readiness for their later move on to school.

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

- Children enjoy listening to stories and books feature well within the childminder's daily routines. She implements story times, which follow children's interests and build on topics that children are learning about, for example winter. The childminder asks children questions and hesitates as she reads, to encourage children to think of the words that come next.
- The childminder regularly evaluates her practice. She seeks the views of parents and children, for instance, through observation and discussion. This supports the childminder to provide good levels of learning and care. Although she identifies areas for improvement, she has not implemented plans for her continuous professional development to extend the quality of her setting further.
- Children's good health is promoted. The childminder provides healthy snacks and home-cooked meals. She plans daily outdoor activities to help to develop children's physical skills, such as with balls and target practice. Children demonstrate good self-help skills and learn to follow daily care routines. They wash their hands before meals, put their toys away and use the toilet with supervision.
- Children develop some knowledge of the world around them. For example, they enjoy daily walks and frequent visits to local places of interest, such as visits to the local shops and woods. This helps children to understand their community. However, they have few opportunities to learn about cultures and lifestyles in the wider world.
- Children behave very well. The childminder is a good role model. She helps

children to begin to understand the importance of using good manners. Children take pride in their achievements and benefit from the praise and encouragement the childminder provides. This also helps to build children's self-esteem and confidence.

- The childminder develops strong partnerships with parents. They speak very highly of the childminder and comment that she is incredibly supportive and flexible. The childminder gathers information about children's routines before they start and values parental contributions to children's learning. She provides parents and carers with a progress check when their children are aged between two and three years.
- The childminder supports children's speech and language development effectively. She engages children in regular conversations to extend and build on their communication skills. The childminder plans activities that children enjoy, to encourage their participation, such as singing activities. Children delight in choosing items from a 'song sack' created by the childminder. This sack contains a variety of items that children quickly learn to associate with their favourite songs. For example, children select a fish from the sack, to choose their favourite song about a fish.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues and is confident to report any concerns she may have regarding children's safety. She has completed training around safeguarding issues. This helps to ensure that the childminder has an up-to-date knowledge of specific aspects of child protection. For example, she is knowledgeable about the 'Prevent' duty. The childminder checks her premises daily to help ensure that the environment is safe for children to learn and explore their interests in. She has policies and procedures in place which underpin her practice.

What does the setting need to do to improve?

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

- target professional development opportunities to help to raise the quality of the provision to an even higher level
- improve opportunities for children to learn about diversity and people's differences and similarities beyond their own experiences.

Setting details

Unique reference number	2603709
Local authority	Wakefield
Inspection number	10263013
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	1 to 9
Total number of places	6
Number of children on roll	7
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, Monday to Thursday, except for bank holidays, family holidays and one week at Christmas. The childminder provides funded early education for two-, three- and four-year-old children. She holds early years professional status.

Information about this inspection

Inspector

Kerry Holder

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 observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

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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