

Childminder report

Inspection date: 2 May 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

Children are happy and settled with the childminder in her home-from-home environment. They leave their parents confidently, ready to start the day. Children who have recently joined the setting settle well. This is because there is a good arrangement in place to help them move from home into the setting. The childminder knows the children well. They chat and laugh together as they recall previous learning.

The childminder has a well-resourced learning environment, both indoors and outdoors. Children enjoy playing with the various role-play activities on offer. They chat about what 'mummy cooks' at home and make the inspector a 'cup of tea'. The childminder encourages opportunities for mathematical development at every opportunity. For example, children count the scoops of sugar before putting them into the tea. Outdoors, children delight in playing with the water wall. They test out their thinking skills as they tip and pour water down the various funnels and pipes. They make predictions about which container will fill the quickest. Younger children enjoy working in the mud kitchen. They scoop mud into different-sized containers, counting as they go.

Children are given many opportunities to learn about the world around them and socialise. They visit lots of green spaces, where they explore wildlife and nature. They talk with the inspector about the flowers growing in the garden. Children are frequently out and about in the local community. They visit the local market and shops where they buy ingredients for snack and cooking activities.

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

- The childminder plans a programme of activities that children thoroughly enjoy. They take part in a 'hungry caterpillar' activity. The childminder introduces new vocabulary such as 'cocoon'. Children giggle as the caterpillar 'munches and crunches' up the food. However, at times, the activities are geared towards the learning needs of the older and most-able children. During group activities, the childminder is not sufficiently focused on what younger children need to learn, and they do not always understand the purpose of the activity.
- Children are confident communicators. Their language and communication is well supported by the childminder. Older children benefit from meaningful conversations with the childminder who uses effective questions to encourage conversation about topics of children's interests. Younger children benefit from a gentle narrative as they play. They enjoy listening to stories and learning songs and rhymes.
- The childminder has clear expectations. She is a positive role model and reminds children that it is important to be kind and patient with younger children who are

learning. The childminder is respectful of children's personal needs and checks in regularly to ensure that these are met swiftly. Children know to ask the childminder if they need help and support.

- Children benefit from a healthy, nutritious and home-cooked daily meal. They learn about making healthy choices and enjoy cutting their own fruit at snack time. Children have access to fresh drinking water and are reminded that water is very important for their bodies. The childminder supports children to cut fruit into small pieces so that they are 'safe to eat'. Children wash and dry their hands independently before snack and lunchtime. They chat with the childminder about keeping their hands clean.
- Parents are happy with the care and education that their children receive. They talk with the inspector about how they feel well informed of their children's learning and development. Parents are happy with the childminder's 'home-from-home' environment. They talk about how well their children have settled since starting the setting and the good progress that they have made. Parents of children who are new to the setting explain how their children have settled incredibly well.
- The childminder is committed to her own professional development. She frequently watches webinars and attends training to ensure that her knowledge remains up to date. She works in partnership with the local authority early years team and is part of the local childminding network.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps all mandatory safeguarding and first-aid training up to date. She has good knowledge and understanding of what to do should she have a concern about a child's safety or welfare. Risk assessments are comprehensive and checked regularly. The childminder teaches children how to stay healthy and safe. For example, they discuss cutting fruit into small pieces before eating and washing hands to remove any germs. The childminder keeps accurate records and shares any relevant information with multi-agency professionals. This ensures that children's safety and welfare remain paramount.

What does the setting need to do to improve?

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

- review and enhance adult-led activities to maximise opportunities for younger children to play and extend their learning.

Setting details

Unique reference number	2615346
Local authority	Wakefield
Inspection number	10281014
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	0 to 3
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Ossett area of Wakefield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Yvette Brown

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 inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between children and the childminder.
- The inspector spoke to parents, as well as sampling written feedback from them, to gather their views.
- 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.

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