

Childminder report

Inspection date: 18 March 2024

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's well-being and development are at the heart of this warm and nurturing setting. The childminder and her assistant create a fun and stimulating environment that sparks children's curiosity. Children have smiles on their faces, appear settled and have many opportunities to explore and choose what they want to do. The childminder is very experienced and well qualified in early years provision. She knows children well. The childminder provides a balanced curriculum of activities to support children's learning and help them to make good progress.

Children behave well and show care and kindness to each other. Children benefit from the good levels of attention the childminder gives them. Children grow in confidence and are valued by the childminder, who listens carefully to them as they communicate their needs and ideas. The childminder and her assistant ensure children have access to a language-rich environment and introduce and model new words. For instance, children learn about an igloo as they engage in a short phonics session. There are daily opportunities for singing and story time, which children love to participate in. This helps children to develop further their language and communication skills. Additionally, children use their new vocabulary in their play. For example, they build an igloo with the play dough and share their knowledge with their friends.

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

- The childminder encourages children's growing independence well. For example, children make decisions about their own play and activity. They learn to wash and dry their hands using liquid soap and paper towels. Older children are able to put on their own coats and shoes to go outside to play. Children are supported to develop the self-help skills they need in readiness for the move on to school.
- Children learn about a healthy lifestyle. They enjoy healthy snacks, such as banana and grapes. Main meals are home-cooked by the childminder's assistant who uses fresh ingredients, including vegetables and fish. Children have free access to their own drinking bottles. Additionally, the childminder ensures that children have access to fresh air and exercise every day. Children's understanding of good oral hygiene is promoted through planned activities and the use of story books.
- The childminder has created strong relationships with parents, who are grateful for the nurturing care their children receive from the childminder and her assistant. She seeks their views regularly and communicates with them to ensure that children receive consistency in their learning and care. Parents love the range of activities she provides, and they comment that they can see the progress their children are making. Parents also comment on how much their

children love attending.

- The childminder and her assistant hold their childminding business in high regard, they aim for high-quality provision, and both are reflective of their practice. They review children's progress and discuss what they can do to enhance their teaching of the curriculum. The childminder organises professional development opportunities for herself, such as completing webinars every week. She shares her new knowledge with her assistant. This helps their provision and practice continue to develop.
- The childminder adapts activities to support the individual learning styles of the children well. Her warm and positive attitude draws children in, and they enjoy new and interesting opportunities for learning. For example, older children spend extended periods of time in the garden playing with topsoil in a raised tray. The childminder provides scoops, buckets, vehicles and, at the request of children, small dinosaurs. Children fill and empty buckets, they make patterns with vehicle wheels, and they count as they play, supporting mathematical development. However, younger children are not able to fully participate in the activity, due to how this has been planned and organised.
- Children learn how to keep themselves safe. They tidy away toys when they have finished with them and listen to gentle reminders from the childminder to use toys and equipment safely. The childminder promotes children's love of books effectively. Regular visits to the library to select books, celebrating a book of the week and listening to the childminder enthusiastically read stories, consolidates children's enjoyment.

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:

- strengthen the planning of some activities to support and enable younger children to be fully involved and share in new learning experiences.

Setting details

Unique reference number	2648774
Local authority	Wakefield
Inspection number	10332878
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 5
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 2021 and lives in Wakefield. The childminder works with a registered assistant. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 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.

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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