

Childminder report

Inspection date: 30 October 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 form strong bonds with the caring childminder. They readily go to her for cuddles and reassurance, especially if they are feeling a little unsettled. This helps children's emotional security. The childminder knows all the children in her care extremely well. She collects a wealth of information from parents when children start attending. She finds out about children's interests and their stages of development. This allows her to plan to meet their individual needs right from the start.

The childminder creates a bright and interesting learning environment. Resources are organised to support children to make independent choices about what they want to do. The home corner is particularly popular as children pretend to prepare a meal for their dolls. This helps to develop their imagination. Children also show a real love of books. They spend plenty of time listening attentively as stories are read to them. Well-chosen books also help children to learn about differences and similarities between themselves and others.

Children behave well. They are reminded to use good manners, for example saying 'please' and 'thank you'. Younger children are learning how to play alongside their friends. This includes the childminder helping them to share and to take turns.

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

- The childminder has a good understanding of the early years curriculum. She knows what she wants children to learn during their time with her. There is a particular emphasis on promoting children's communication and language. The childminder knows how to sequence children's learning. She repeats words clearly to children so they hear the correct pronunciation. This support helps children acquire the skills they need to become confident communicators.
- The childminder carries out regular observations and assessments of children. She then accurately identifies what she wants them to learn next. However, at times, she includes too many different areas of learning when playing alongside children. For example, during a play dough activity, she asks questions about colours, shapes, numbers and parts of the body. She shows children how to roll the dough like a banana and like a ball. This means that children are not able to focus sufficiently on what the childminder has recognised as an important next step to help them make progress.
- Children have daily access to the secure garden. Here, there are opportunities for water play and for physical development as they jump onto stepping stones and climb onto a slide. Children giggle with delight as they practise steering tricycles. They receive plenty of encouragement from the older children. Children also benefit from regular trips to the park. They develop their social skills as they

interact with larger groups of children at stay-and-play sessions.

- Plenty of opportunities are available for children to develop their independence. They wash their own hands and help to get their own snack. The childminder shows children how to put on and fasten their coats. These skills help to prepare children to be ready for school.
- Children are always supervised vigilantly. However, the childminder does not always explain to children the reason why some things are not safe. For example, she does not tell them why they must sit down when eating or not eat food they have dropped on the floor. This does not consistently support children to understand how to keep themselves safe.
- Parents report that children enjoy their time with the childminder. They say that sometimes their children are so engaged that they do not want to come home. Daily feedback helps parents to find out about their children's development. If children are not making as much progress as they should, the childminder provides parents with advice and support.
- The childminder reflects on her practice. She welcomes support from the local authority. She has recognised that she would like to improve her skills in supporting children's communication and language and has recently enrolled on some additional training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She keeps up to date with information from the local safeguarding partnership. The childminder also regularly attends appropriate training. As a result, she can explain indicators that a child may be at risk of harm. This includes knowledge of the 'Prevent' duty guidance and of county lines. The childminder knows the procedure to follow should she need to make a referral to other agencies or if there is an allegation about her conduct. The childminder carries out daily checks to make sure her premises are safe and secure.

What does the setting need to do to improve?

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

- focus teaching more precisely on the learning intentions of planned activities to support individual children's progress
- support children even more to understand how to keep themselves safe.

Setting details

Unique reference number	2649957
Local authority	Wakefield
Inspection number	10308686
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Castleford, West Yorkshire. She operates all year round, from 7.30am until 5.30pm, Monday to Thursday, and until 4.30pm on Friday, except bank holidays and family holidays. She offers funded early education for three-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The inspector considered written feedback from parents.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023