

Childminder report

Inspection date:

29 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants prioritise children's personal, social and emotional development. They acknowledge the impact that the COVID-19 pandemic continues to have on children's development. This focused approach means that children are happy and settled in their relationships with the adults, and they behave very well. The adults create a warm, inclusive environment in which children share and take turns readily with their friends. For example, they share the play dough out so that their friends have some too. They happily help to tidy up and wipe the table ready for lunch. Children are learning to accept diversity among their friendship group. Parents comment that they have been made to feel very welcome.

The adults get to know the children and their families well. They know what the children need to learn and what support parents might need. They put effective plans in place to help children to catch up with their peers. For example, when they know that children need to practise saying the letter sound for 'P', they provide peppers for snack and choose a book called 'Pick a Pine Tree' for story time. Consequently, children's language is improving rapidly, especially those who need extra support. Parents confirm that support for their children's language is very good.

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

- The childminder and her assistants have embraced recommendations raised at the last inspection. For example, they now use assessment in a more timely manner to identify children's learning needs. This helps them to organise additional support where possible. They are skilled in putting plans in place when external support is not always available. The childminder recognises where both her own and that of her assistants' practice could be better. She encourages the team to come together to reflect on ways to improve.
- The adults provide an interesting environment in which children can access the learning they need as they play. For example, children have great fun in the role-play café. Adults step in effectively to support children's development, and they know what children need to learn and practise. Children understand how to take food orders from their friends, and they read their notes out to the chef. They explain how much the food costs and count the money. This promotes children's mathematical skills and early literacy as they develop their imaginations.
- Children learn to follow a healthy lifestyle. They show that staff have supported them to understand how to avoid spreading germs by covering their mouths when they cough. They enjoy being active outside in the fresh air. They wrap up warm to play with the ice in the water tray. Children enjoy their healthy, home-made lunch and snacks. They are used to eating a range of vegetables with their

casserole. They also enjoy ample servings of fruit and vegetables for their snack. They are reminded to drink water throughout the day to keep their bodies and brains hydrated.

- Children follow meaningful routines that promote their learning and development. For example, they develop their independence as they get themselves ready for lunch or outdoor play. They are relaxed and settled as they have their nappies changed. The most able children use the toilet independently. They flush the toilet and are prompted to wash their hands if they forget. Children are mostly settled, happy and engaged because they know what is going to happen next. However, very occasionally, when routines are disrupted, some children become a little unsettled or walk away from an activity.
- Children enjoy books and stories. Close liaison with parents means that children who speak English as additional language enjoy books and are confident to take part. They all listen with interest as the adults read to them. Children also join in enthusiastically with a range of songs and action rhymes that promote their language and encourage their good physical health. However, children's level of engagement could be improved by even closer liaison with parents and wider family members. For example, improvements could be made by being more clear about what could be inhibiting children's engagement with learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have appropriate knowledge of child protection. They attend regular training relevant to their level of responsibility. They know how to contact safeguarding agencies if they are concerned about a child or the behaviour of an adult working with the children. The childminder talks enthusiastically about how recent training has improved her understanding of the various roles of the local authority. She is confident approaching the local authority for advice and support for parents when she has concerns about children's safety, welfare and/or development. The childminder's knowledge of children's families alongside the trusting relationships formed are key factors in promoting children's ongoing welfare.

What does the setting need to do to improve?

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

- continue to develop reflective practice and monitoring to identify when routines and activities have become disrupted and consider how best to reintroduce calm and purpose
- work even more closely with parents, and wider family members, where necessary, to support children's various care and learning needs.

Setting details

Unique reference number	2650139
Local authority	Wakefield
Inspection number	10286163
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 7
Total number of places	18
Number of children on roll	24
Date of previous inspection	21 March 2023

Information about this early years setting

The childminder registered in 2021 and lives in Pontefract. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with another registered childminder and/or registered assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector observed children taking part in a range of activities, both indoors and outdoors. They assessed the impact this has on children's learning, development and welfare.
- The inspector carried out joint observations of group activities with the childminder. They observed and discussed the support for the quality of teaching and evaluated the impact this has on children's learning.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.

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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