

Childminder report

Inspection date: 9 April 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 are confident and happy in the home of this calm and nurturing childminder. They are given lots of reassurance when needed, such as when there is a visitor to the home. Young children demonstrate their enthusiasm for the activities and resources that are available to them and show that they are settled and happy in the childminder's care. They know the high expectations that the childminder has for their behaviour. For example, children help to tidy away the toys when they have finished with them. They value the praise given to them by the childminder, who supports and promotes their self-esteem well. Children learn to play cooperatively and to show kindness to others from a young age.

Children make good progress in their learning and development. They receive effective support from the caring childminder, who knows their likes, dislikes and abilities. Children are keen to explore, investigate and join in with the good range of activities that the childminder plans to promote their learning. For example, children develop their small hand muscles as they manipulate dough with a rolling pin, shape cutters and between their fingers. Children learn to persevere when using scissors to cut the dough. They identify shapes and colours as they play. Children confidently explore the wide range of resources freely accessible to them and know where to find favourite toys.

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

- The childminder creates an engaging curriculum that is based around children's interests. She has a secure understanding of child development and uses the curriculum to build and extend what children already know and can do. The childminder offers a good balance of focused, quieter activities and more active play. She uses assessments of children's development to inform her curriculum and planning. The childminder focuses on the skills that children will need to progress in their next stage of learning, such as promoting their independence.
- The childminder models the use of language well and introduces new vocabulary instinctively. For example, during a play dough activity, she introduces words to describe size, shape, smell and texture. The childminder narrates on children's play, so they hear speech and language and encourages children to talk to her. She is also quick to respond to young children's non-verbal gestures as they make their needs known.
- The childminder skilfully supports children with special educational needs and/or disabilities. She is confident to identify when children may need extra support with their development. The childminder works closely with parents and the local authority. The use of targeted support plans helps children make good progress.
- The childminder completes a wide range of training and professional development opportunities to improve and develop her practice. This includes

mandatory training, such as first aid. The childminder reflects on her own abilities and has pride in the quality of care that she provides to children and their families. However, reflective practice is not yet sharply focused on how the childminder can raise the quality of teaching to an even higher level.

- The childminder makes good use of her garden and the local community to enhance children's learning. There are regular visits to the library, museum and soft-play centre, which also support children's social interactions. Children have good opportunities to increase their physical development. They use a good range of play resources in the garden and explore local parks. Children are excited as they explore foam soap in a tuff tray to hunt for bugs. They squeal with delight as they watch the wind blow the foam around the garden and chase after it. Children practise their balancing skills as they walk along a balance beam and test out their balls skills as they throw and kick the ball to the childminder.
- The childminder works well in partnership with parents. She gathers good information from parents when children first start at the setting. This ensures that she has a good picture of where children are in their learning. The childminder gains regular feedback from parents to help her to monitor the effectiveness of her provision. Parents' written comments offer very positive support of the care and learning that are provided by the childminder.

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:

- target professional development opportunities more precisely to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2651029
Local authority	Wakefield
Inspection number	10333002
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Featherstone near Pontefract. She operates all year round, from 8am 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 the 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.
- Parents shared their written views of the setting with the inspector.
- The inspector held a discussion 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.
- The inspector observed the interactions between the childminder and the children in the home and in the garden.

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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