

Childminder report

Inspection date: 29 January 2025

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 enjoy their time with the caring and dedicated childminder in her safe and secure home. They show that they feel comfortable in her care as they are quickly soothed by her gentle nature and cuddles. Children make independent choices about their play as they explore the range of toys and resources available to them. They listen well to the childminder's instructions. Young children are beginning to learn how to carry out simple tasks, such as helping to tidy away toys.

The childminder supports children to explore their community and meet new people. For example, she takes children to visit places of interest, such as the farm. The childminder visits a local playgroup with the children, to support them to make friends with children of different ages. This helps to develop children's confidence in building relationships with others.

The childminder promotes children's learning of new words and knowledge through themes and topics. For instance, she reads stories about jungle animals and sings songs about them. The childminder revisits and repeats these stories and songs to strengthen children's understanding. Children build their knowledge of these new words as they learn to name the animals that they see in the story.

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

- The childminder is learning simple sign language. She uses signs alongside words, such as 'more' or 'drink' as part of daily routines, to support children's understanding. The childminder describes her goal, for children who are still developing their language skills, to use these signs to be able to communicate their wants and needs.
- The childminder finds out from parents and carers about what their children already know and can do. For example, she aims to find out how many words children already know, or what physical skills they have already developed. The childminder continues to work in partnership with parents during settling-in sessions to get to know their child. This helps her to plan for children's future learning and development.
- The childminder invites parents to join her on outings to a local playgroup. This supports parents to know more about what their children are learning during their time with the childminder. Parents report that they feel well informed about their children's progress and development.
- Children show positive attitudes towards their learning and happily join in with activities led by the childminder. For instance, they are excited to choose an item from the song bag at singing time. The childminder supports children to learn how to take turns as they choose a song to sing together.
- The childminder is ambitious in considering the experiences that she aims to

provide for children. However, on occasion, the childminder does not think about how to organise group activities in the best way to fully promote all children's learning. Sometimes, younger children do not fully benefit from the activity and need higher levels of supervision to join in. This takes the childminder's time away from being able to fully support the learning needs of the older children taking part.

- Children enjoy the healthy and balanced meals that the childminder serves. She encourages young children to use a spoon, and they begin to feed themselves. Children show that they are growing their independence skills.
- The childminder makes use of her garden in the summer to grow vegetables and plant flowers with the children. Although she provides other opportunities for children to learn outside of her setting, the childminder's garden is not able to be used during the winter weather. However, the childminder recognises this and has outlined her plans to further enhance her outdoor space. She aims to improve and extend the opportunities for children to play and learn outdoors at her setting in all weathers.
- The childminder is a member of a childcare professional group. This supports her to access professional development activities linked to her role. As a result, the childminder's skills and knowledge continue to grow. She is taking part in further training to enhance her knowledge of how to support children with special educational needs and/or disabilities. This ensures that children continue to receive the right support to meet their learning needs.

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:

- review the organisation of group activities to ensure that children of all ages fully benefit from them
- continue to enhance and improve the use of the outdoor play space, to ensure that children can further develop their skills and learn outside in all weathers.

Setting details

Unique reference number	2692471
Local authority	Wakefield
Inspection number	10367642
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Lofthouse area of Wakefield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday and from 7.30am to 9am on Friday, except for bank holidays and family holidays. The childminder closes for three weeks in August and two weeks at Christmas. She holds qualified teacher status. The childminder offers government-funded childcare for children aged between nine months and four years.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The childminder discussed how she ensures that her premises are safe and suitable.
- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at written feedback from several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documents 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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