

Childminder report

Inspection date: 9 May 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

The childminder's home is very well resourced and organised. Children demonstrate that they are happy and settled. They show that they feel safe and secure. They are quickly comforted by the childminder if they become upset or unsettled. Children are confident in the childminder's home. They smile and laugh as she plays and interacts with them. Children respond to the childminder's calm, positive approach and are eager to participate in activities. Children are engrossed in play as they access the resources available to them. For example, they focus intently on building a track for their trains. They persevere when faced with the more difficult pieces, and the childminder offers support where needed. This encourages children to be independent in their learning.

The childminder provides a broad curriculum that promotes different aspects of children's learning. She encourages school readiness, follows children's interests and introduces new themes through planned activities. The childminder promotes children's language and communication effectively. She fosters a love of books and reads to children regularly. She provides props for the children to bring the story to life. She sings action songs and rhymes with children, supporting them with their early communication and physical development. The childminder swiftly notices any gaps in children's attainment and implements plans to close these. This helps to ensure that no child falls behind.

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

- Care practices are effective. The childminder recognises when children are tired and follows parents' routines from home to help settle them down for a nap. Children quickly drift off to sleep, showing they feel safe in the childminder's care. When children awake, she encourages them to eat healthily, providing fruit snacks and plenty of water to hydrate them.
- The childminder promotes oral health well. She provides children with their own toothbrush and encourages them to do this independently. Children also engage in role-play activities to promote their understanding of healthy practices, such as healthy eating and physical exercise.
- Children participate well in their learning. The childminder joins children's play and interacts well with them. However, on occasions, the childminder, in her enthusiasm, interrupts children's play to offer other experiences. As a result, children are not able to finish what they are doing.
- Children have access to a range of interesting trips to enrich their learning. For example, the childminder takes children on walks in the locality where they learn about nature and wildlife. They visit the local library where they can borrow books they are interested in. The childminder teaches children about cultural diversity and other celebrations from around the world. Children recently visited

the war memorial to help celebrate and learn more about VE Day.

- The childminder has completed all mandatory training to ensure that she has a good knowledge and understanding of how to promote children's safety and welfare. However, she does not focus on extending her professional development to help promote children's learning to the highest level.
- There are high expectations in place for children's behaviour. These are modelled well by the childminder, who talks to children with respect and consistently uses 'please' and 'thank you'. Children are also reminded of expectations, such as how to use resources safely. The childminder provides lots of opportunities for children to develop their independence. For example, she encourages children to put on their own shoes and help to tidy up the toys.
- The childminder understands the significance of sharing information with other professionals involved in children's care. She has close links with other settings that children attend, sharing next steps in learning. The childminder works with external professionals, when necessary. This ensures a holistic approach to supporting children's individual needs, promoting their learning, development and overall well-being.
- Partnerships with parents are effective. The childminder regularly seeks feedback from parents by asking them to fill in questionnaires about her practice. Parents are kept well informed about their child's development, and the childminder shares statutory assessments, such as the progress check for children aged two to three years.

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:

- give children more time to explore and complete activities before moving them on to the next activity
- enhance the use of training opportunities to strengthen existing knowledge and teaching skills and further enhance outcomes for children.

Setting details

Unique reference number	2702035
Local authority	Wakefield
Inspection number	10392842
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Pontefract. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays, Christmas and family holidays.

Information about this inspection

Inspector
Rachael Barrett

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the parents' written views of the setting.
- 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.

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Piccadilly Gate
Store Street
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M1 2WD

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