

Childminder report

Inspection date: 13 June 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 happy and settled in the care of this nurturing childminder. They show high levels of emotional security as the childminder prioritises building strong bonds with them. The childminder's warm, welcoming, and inclusive environment enables children to flourish. Children make good progress and develop the skills they need for the next stage in their learning and the move on to school. They learn to complete tasks independently, explore their surroundings and find out about new things, such as pirates.

Children behave well. The childminder acts as a good role model and continually praises children for their efforts, achievements, and positive behaviour. She uses behaviour management strategies appropriate to the age and stage of children, including praise, cuddles, and stickers. As a result, children have high levels of self-esteem and feel valued. Children happily follow simple instructions given by the childminder. For instance, they tidy the toys after play.

Children are eager and free to investigate the toys and resources in the inviting and dedicated learning environment. This means children can follow their own interests. The childminder plays alongside children and supports their learning effectively. They spend time playing with colourful dinosaurs and eggs. They learn about colours, numbers and shapes as they play.

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

- The childminder holds a childcare qualification and has a wealth of experience, meaning she has a secure knowledge of child development. She knows what skills are typical for children to develop at various ages. She also gathers detailed information from parents. This enables her to plan a curriculum that offers appropriate challenge to children to promote their ongoing progress. The childminder keeps up to date with training to further her own skills and support children. She plans and provides a wealth of activities to support children's next steps and build on what they already know and can do.
- Children love looking at books and listening to stories. The childminder ensures that children can see the pictures and text. She recounts each story in an animated way that keeps children engaged and inspires their involvement. She makes good use of books and stories to expand children's understanding and vocabulary. The childminder and children talk about what they can see. She skilfully provides books with each activity and resource. This means that she can extend children's enjoyment and interest in their play through fictional and non-fictional books.
- The childminder's interactions are purposeful, and communication and language skills are supported. The childminder speaks clearly and provides children with

new knowledge, introduces new vocabulary, and she asks a range of questions. However, occasionally, she does not give children time to think about what she is asking and formulate their response before asking further questions. This does not enable the younger children in particular to process new information.

- The childminder promotes children's positive behaviour, good health, and overall well-being effectively. Children benefit from plenty of fresh air and exercise and follow effective hygiene practices. Parents are encouraged to provide healthy meals and snacks for their children. The childminder also supports children from a young age to independently access fresh drinking water.
- The childminder supports children to develop their social skills. They frequently attend a toddler group at the local children's centre to meet with other childminders and children. They enjoy regular trips to the library and local attractions, such as a local castle. These activities build children's confidence with larger groups of children and helps them learn about their local community and the wider world around them.
- Parents receive a wealth of information from the childminder. This means they know what the childminder is doing to support their children's learning, enabling them to continue this at home. The childminder shares children's learning assessments with the parents for them to read and comment on. She understands the importance of working in partnership with other provision should children attend other settings to promote continuity in learning. Parents speak highly of the childminder. They report that they are extremely impressed with the level of care provided and their children have flourished in their development.

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:

- ensure children have the time they sometimes need to think and respond to questions to enable them to process information and share their own thoughts and ideas.

Setting details

Unique reference number	2707777
Local authority	Wakefield
Inspection number	10350288
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 2
Total number of places	6
Number of children on roll	2
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 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a recognised childcare qualification equivalent to level 3.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The childminder and 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.

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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