

Childminder report

Inspection date: 28 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy regular cuddles and nurturing care and interactions from those who care for them. This helps them to play happily and feel emotionally safe and secure. This includes during daily routines, such as the post-lunch nap time, where children have their special comforters. The childminder encourages children to develop independence during daily routines which they are very familiar with. For example, children put on, and take off, their coats and wellingtons and readily go to wash their hands before eating. They enjoy helping with tasks that promote their development of large-motor skills, such as sweeping up the mud from their wellingtons. The childminder provides further activities for toddlers engage in, such as negotiating the small climbing frame and slide and getting on and off wheeled toys, to develop their physical skills. Children generally develop important social skills. For example, the childminder encourages younger children to share resources and take turns to use the seesaw.

Overall, the childminder plans broad and effective educational programmes. This helps children to make good progress and gives them the key foundations they need to be ready for future learning. The childminder enriches children's experiences through exciting outings and activities that help them to learn about their community and the natural world, such as making bird feeders. Children listen attentively to engaging stories and make marks outdoors. This helps them to develop their speech, early literacy skills and hand-eye coordination. Children develop early mathematical skills, for example, as they count the scoops of mud.

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

- The childminder has strengthened her curriculum since the last inspection, overall. She understands what she wants children to learn and how she will teach this. The childminder often plans around themes, adapting activities and resources accordingly. However, the childminder does not consistently plan the learning environment to fully align with the youngest children's interests and their developmental stage to constantly engage them as they freely explore.
- The childminder continuously observes and monitors children's progress. She swiftly identifies children who are working below developmental expectations, in order to secure early interventions and help them to catch up. As part of this, the childminder works in excellent partnership with other professionals.
- Children are exposed to a language-rich environment. For example, stories and books play a key role in the childminder's curriculum. Toddlers delight in feeling the different textures in a tactile story about a penguin, while older children listen to animated stories that require greater listening and attention skills. The childminder uses props to bring children's favourite stories to life.
- Children hear a lively narrative from those who care for them. Children aged

under two years learn to communicate through babbling and using gestures and single words. The childminder helps them to link words to actions as they play peekaboo with transparent fabric or lift the lid to see what is inside the box. Children aged over two years use language confidently as they express their needs, talk about what they are doing and converse with adults and each other.

- Overall, children learn to regulate their behaviour. For example, they play cooperatively while filling up utensils with mud while making 'pasta' and playing a fun game that helps them to learn about living a healthy lifestyle. However, the childminder does not consistently reinforce or explain certain expectations for children's behaviour, to help them to understand why these are in place.
- The childminder works in close consultation with parents and carers right from the moment children are preparing to settle in. She gathers important information that helps her to meet children's care needs, follow their home routines and establish their starting points for learning. The childminder establishes good partnership working with other settings, to promote continuity in children's care and learning.
- Parents receive a weekly overview of what children have been learning. They are well informed about their children's individual progress and next steps. The childminder shares activity ideas and guidance. For example, she stresses the importance of reading stories and weaning children off of dummies, to support their early speech.
- The childminder's qualification has a positive impact on many aspects of her practice. There has been an increase in continued professional development, such as through local authority training, video conferencing platforms and network meetings. However, the childminder does not consistently target training, or use it to the best effect, in relation to children aged under two 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:

- strengthen the curriculum for children aged under two years, so that activities and the learning environment support their focus, stage of learning and interests more consistently
- provide greater opportunities for children to learn about boundaries and the expectations for their behaviour
- target, and use continued professional development, more effectively, to strengthen the quality of education for children aged under two years.

Setting details

Unique reference number	2719101
Local authority	Wakefield
Inspection number	10350105
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 8
Total number of places	10
Number of children on roll	19
Date of previous inspection	29 April 2024

Information about this early years setting

The childminder registered in 2023. She lives in the Normanton area of Wakefield. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 6. The childminder works with an assistant who holds a qualification at level 3. She has a second assistant registered, who is currently on maternity leave. The childminder offers government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector regularly discussed the activities and care routines taking place, and the interactions between children and the childminder's assistant.
- The inspector spoke to children and the childminder's assistant during the inspection.
- The childminder shared documents, such as those related to continued professional development and children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025