

Childminder report

Inspection date:

25 September 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 are happy and safe and have formed strong bonds with the childminder. They seek comfort from the childminder. For example, children fall asleep on his knee, showing they feel secure and at ease. Prior to children starting, the childminder arranges several settling-in sessions. This helps children feel reassured before their parents leave. The childminder works with parents when children first join to identify what children can do. These assessments alongside his own observations help him to plan a range of engaging activities. The childminder completes ongoing assessments. This ensures he can continuously identify gaps in children's learning. Children make good progress in relation to these starting points.

The childminder demonstrates a consistent approach when supporting children to understand boundaries. The childminder clearly explains his expectations and deals with any unwanted behaviour in a positive way. He supports children to tidy away when they have finished playing and he models how to do this. This particularly supports new children who are still getting used to the routines.

Children benefit from local outings, including library trips. They take part in reading schemes that build early literacy skills. Children are encouraged to read books, earning certificates and prizes. This helps to support an early enjoyment of reading.

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

- The childminder has clear intentions for what he wants children to learn. He creates an environment in which children can freely explore and learn. As a result, children become engaged in their play and learning. For example, children enjoy rolling toy cars over surfaces and exploring how they move.
- The childminder supports children's understanding of the world around them. For example, he explains that hedgehogs hibernate, meaning they sleep through the winter. The childminder introduces a wide range of vocabulary during play. He explains the meanings of new words, such as what a combine harvester is. This builds on children's knowledge and supports their communication and language skills.
- The childminder reads books with enthusiasm. He uses a range of props, such as soft woodland animals, to bring stories to life. The childminder uses opportunities within stories to embed counting. For example, he helps children look for rabbits on the page and they count them together. This supports children's early understanding of numbers and counting.
- The childminder supports children's transition to school. He shares information with schools, including written reports about each child's development. However, the childminder does not proactively establish partnerships with other settings

children attend. This means opportunities for sharing information across multiple early years settings is limited.

- Children are taught how to stay healthy and learn good hygiene practices. They manage their own self-care well, such as washing their hands and wiping their noses. The childminder prepares nutritious and well-balanced meals. These introduce children to a broad range of foods. As a result, children eat foods they might not typically encounter at home.
- The childminder embraces children's culture and encourages children to share their home languages. He teaches children about a range of cultural traditions through activities. For example, he teaches children about Chinese New Year and Hanukkah. This helps children to understand the diverse world in which we live.
- Partnerships with parents are strong. Parents praise the childminder and say their children have 'thrived' and 'flourished' in his care. The childminder shares a range of information with parents. For example, he shares guidance to parents on choking hazards and how parents can support children's learning at home. The childminder then sends monthly newsletters to parents to keep them informed of what children will be learning next.
- The childminder is passionate about his role. He continuously reflects on his practice and reviews ways in which he can improve. The childminder attends regular networking meetings and completes mandatory training, such as, safeguarding and first aid training. This ensures his knowledge remains up to date. However, the childminder has not yet explored a wider variety of professional development opportunities to help enhance knowledge and skills even further.

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:

- develop ways to build partnerships with other settings children attend to fully support children's continuity in their learning and development
- continue to seek out opportunities to further professional development.

Setting details

Unique reference number	2727598
Local authority	Wakefield
Inspection number	10399015
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	0 to 3
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. He operates from 7.30am until 6pm, Monday to Friday, all year round, apart from bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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