

Childminder report

Inspection date: 8 July 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 is welcoming and caring, which helps children to settle in well. Children are happy, such as they giggle as they play with sea creatures. The childminder supports parents and carers by providing effective communication to ensure that they feel reassured. Children love attending the setting and talk about the fun they have. Children arrive settled and wave goodbye to their parents with ease. They are safe and content in the setting.

Children thrive in their social development. They build friendships from a young age. Children confidently engage in their play and support each other, such as when building with sensory blocks and pebbles. They take turns and share well. Children play cooperatively in small groups. They revisit activities of interest independently. Relationships are secure and positive. Children learn to be caring towards others and are kind.

Children behave well. The childminder places a focus on good behaviour and respect, which feeds through the curriculum. She supports shared values of good manners and behaviour effectively. The childminder reinforces boundaries well. Children's needs are central to the care they receive. The childminder role models kindness through group activities. She suggests ways of playing and praises children for positive behaviour. The curriculum is sequenced and helps children to practise the skills they need to develop. Children are emotionally secure and display a strong sense of self. This supports them to transition on to the next stages of their education with confidence.

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

- Older children concentrate well. They focus on threading activities for prolonged periods of time. Children excel in their physical development. Their fine motor skills and hand-eye coordination are advanced. The childminder promotes children's future learning by promoting their small physical skills, such as writing.
- The childminder interacts with children during their play. However, the quality of her interactions to support children's communication and language are not always effective. At times, she asks too many questions and uses complex language, which causes children to be confused at times. The childminder has not focused professional development on extending children's language skills.
- Children make progress from their starting points in development. The childminder reviews children's progress regularly. The curriculum promotes children's development across all areas of learning. The childminder encourage children to be involved in tracking their own progress in their 'I can books'. This promotes children's sense of self achievement and helps them to become confident learners.

- Children have positive attitudes to their learning. They show excitement when asked if they want to play outside. The childminder plans topics such as exploring minibeasts and planting to support children's understanding of their world. Children help to fill water trays using hose pipes. They are cooperative and helpful. These skills promote being a part of a team.
- Children thrive in their independence. They take part in care routines, such as handwashing before meals, tidy-up time and putting on their shoes and coats. Children practise self-care skills to support their move on to their next setting. The childminder prides herself in children having sufficient independence skills to support their smooth transition.
- The childminder supports any assistants she works with well. They work well as a team and share the workload through an effective key-person system. The childminder plans the days any assistants work to best support children's consistency and to form strong relationships.
- The childminder ensures that her setting is inclusive to all children. Children enjoy regular planned outings. The childminder enhances children's learning experiences by taking them to visit local museums, woodlands, parks and community centres. She plans beach trips to promote first-time experiences for children who have not yet been. They travel by buses and walk to destinations. The childminder promotes equality to support children to be open to differences. This ensures they feel a sense of belonging within a wider community.
- Relationships with parents are strong. The childminder communicates effectively via groups, calls and messages, which reassures parents. She shares information about children's next steps in learning with parents each term. Parents attend parties at the childminder's setting and share important information to support their children's well-being.
- The childminder reflects on her practice. She supports families by providing updates about keeping children safe online. The childminder makes timely referrals for support around children's speech. She plans regular enhancements to her setting to ensure children remain engaged in their learning.

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:

- focus professional development on developing understanding of how to extend children's communication and language skills.

Setting details

Unique reference number	2742699
Local authority	Wakefield
Inspection number	10405891
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	2 to 3
Total number of places	14
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Sharlston area of Wakefield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Jade Charlton

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector looked at relevant documentation.

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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