

Childminder report

Inspection date: 24 September 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

The childminder is admirably dedicated to ensuring that every child succeeds in this inclusive and welcoming setting. She has an accurate view of what children already know and what they need to learn next, and puts appropriate support in place to meet individual needs. This helps all children, including those in receipt of government funding or those needing extra support, to make good progress from their starting points.

Children show positive attitudes to learning and are proud of their achievements. The childminder is a superb role model and encourages children to display kind and caring behaviours to each other. Settling-in procedures support children's emotional well-being. Children evidently feel safe and secure and enjoy their time here. As one child pretends to telephone their parent, they say, 'I am having fun at Karly's'.

The childminder regularly takes children to playgroups, which helps them to develop confidence and social skills in larger settings. Children learn about the world around them through observing the life cycles of butterflies and going on nature walks. They are inquisitive and ask questions about why things happen, demonstrating their curiosity and thirst for learning. Furthermore, children regularly attend an elderly care home, through an intergenerational approach. They interact with others and have lunch with the residents. This helps to promote an understanding and appreciation of similarities and differences between people, families and communities.

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

- Communication and language development is a particular strength of the well-planned curriculum. The childminder sensitively models the correct pronunciation of words to children to support their developing speech. Children are introduced to new, ambitious words such as 'carnivore', 'herbivore' and 'Venus flytrap'. This helps them to be fluent in their vocabulary, and all children make good progress with their language development.
- Children form strong bonds with the nurturing childminder. They are keen to involve her in their play. Overall, the childminder's questioning is skilful and encourages children's critical thinking skills as they solve problems on how to connect magnetic trains. However, on occasion, the volume of questions asked does not give children the time and space they need to think, process what is being asked and respond.
- Children are encouraged to develop a love of reading. The impact of the curriculum is demonstrated as children look at books and retell stories, using familiar phrases such as 'one day'. Early writing opportunities are plentiful, as children practise making marks through writing shopping lists in the play

supermarket and forming letters in sand. Children develop their small-muscle skills using tongs and tweezers to pick up small items ahead of mastering pencil control.

- The childminder is clear about how to support children's developing physical skills. The environment is well organised to allow babies to cruise around furniture. The childminder provides motivation to encourage them to stand and reach for objects. This helps them to make good progress, practising and refining their physical skills and strengthening their large-muscle skills.
- Children understand the routines and boundaries of the setting. They help to complete small tasks independently. At tidy-up time, they know what happens next and ask the smart speaker to play the 'tidy-up song'. The childminder teaches children about online safety and shares important information with parents, which helps children to learn how to keep themselves safe while using digital technology and the internet.
- Partnerships with parents and carers are effective. There is a two-way flow of information, and parents contribute to assessments and the planning process. Parents describe the childminder as 'absolutely fantastic' and compliment the family approach she has created. The childminder shares ideas on how parents can support children's development further at home, for instance sharing information on songs to sing at home and lending books. This helps to create a continuous approach between the setting and home.
- The childminder is highly reflective of her practice and develops action plans to ensure continuous improvements. She networks with other childminders to share ideas and keep her knowledge up to date. Training is sharply focused and directly impacts on the quality of education for children. For example, following recent training on communication and language, the childminder has introduced 'talking bags', containing interesting items to provide more opportunities for conversation and expand children's vocabulary.

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:

- make sure that the volume of questions used during interactions with children allows them the space to think and process information before responding.

Setting details

Unique reference number	2756895
Local authority	Wakefield
Inspection number	10349579
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 7
Total number of places	6
Number of children on roll	9
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 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector

Jessica Copland

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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