

Childminder report

Inspection date:

25 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this setting and are prepared exceptionally well for the move to nursery school. Their rapid progress is promoted through a curriculum that is skilfully designed, using detailed assessments of their development. The meticulously planned learning environment is meaningful and purposeful to children. It excites and motivates them to learn. For instance, children investigate how sounds change when they drop porridge oats into different containers. They compare their findings to what they already know and make connections, such as the similarity of the 'pitter patter' sound to that of rain falling.

Children's behaviour is excellent because they have sympathetic, age-appropriate guidance from the childminder. They settle immediately because the childminder is highly attentive to their individual needs. Their bonds with her and each other are strong. Babies' enjoyment is demonstrated as they giggle and babble, and then relax while being cuddled to have their bottle of milk. All children swiftly develop the ability to understand, express, and manage their own emotions. This supports their sense of self-awareness and improves their ability to build relationships. For example, older children show kindness as they welcome younger children into their play. They offer the youngest children props to hold while singing nursery rhymes and listening to stories.

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

- The childminder has a comprehensive understanding of the learning needs of each child. Their next steps are planned from accurate assessments and detailed information obtained from parents. All children demonstrate positive attitudes to learning. Even the youngest children have high levels of curiosity and concentration. The childminder utilises every part of the day to extend their educational experiences. For example, during walks children count cars, talk about people they see, look at signs, and identify changes and colours in nature.
- The childminder expertly promotes children's mathematical skills throughout their play and learning. Children use mathematical language independently, such as a medium spoon for a medium bowl. They count to higher numbers and think about what number comes next. Using chalks and an easel, children draw straight and wavy lines. They draw big circles and the movements they make support the development of the muscles they need for early writing.
- Children explore their creativity when they mix paint colours. The childminder promotes their critical thinking skills when she prompts them to draw on their existing knowledge and predict what might happen. Babies are fascinated and animated when they explore 'sensory bottles'. Some bottles are bright colours, and the mixture in them creates swirls. The childminder encourages babies to follow the sound as she shakes the bottles. This helps them understand that

even when objects are out of sight, they are still there.

- Children demonstrate a love of books and show high levels of enjoyment and concentration when they listen to stories. The childminder models rhymes and alliteration in language. She uses carefully timed questions to engage children, such as 'Tell me what's happening' and 'Who will we meet next?' Children discuss the characters and demonstrate a detailed understanding of other stories. For instance, they reenact the three little pigs in their small world play and talk about bricks being strong and sticks being weak.
- The childminder places a high priority on children's emotional maturity and physical independence, ready for the move to school. She fully promotes their good understanding of health and hygiene throughout daily routines. Children begin to risk assess and develop their physical skills. For example, they learn to navigate obstacle courses safely. Children begin to understand their place in the community and wider world. They visit farms where they find out about the natural world. Children learn about other people through stories and play and enjoy games and craft activities with elderly residents of the local care home.
- Partnerships with parents are highly successful. They say the childminder is amazing. Their children become confident and independent and they see progression in their children's development every day. Parents know how funding is used to help their children make the best possible progress. For example, role play is one of children's interests, so the childminder has provided more space for this and more realistic resources.
- The childminder has an exceptional commitment to her own professional development. From recent training, she has introduced more subitising and using numbers in a broader range of contexts to further extend children's understanding of mathematics. The childminder also shares her knowledge from training and findings from research with other childminders to support their good practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2756940
Local authority	Wakefield
Inspection number	10349399
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a CMA between 2019 and 2023. She registered with Ofsted in 2023 and lives in Pontefract. The childminder operates all year round from 8am to 4pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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