

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 creates a warm and welcoming home-from-home environment that helps children to feel settled. They enjoy a variety of resources, both indoors and outside. In the relaxing living room, children take part in quieter activities, such as inset trays. Outside, children have the freedom to explore two distinct areas. In the woodland garden, children explore mud and water and enjoy playing with natural resources. In the second garden, children practise their physical skills as they run, climb and scoot around on the ride-on toys.

Children develop close attachments with the nurturing childminder. Babies snuggle in for a cuddle when they get tired. All children go to sleep peacefully, knowing their childminder will be close by when they wake. This supports children's emotional well-being. The childminder is a positive role model who is calm and caring. This helps children to respond in the same way. Children are helped to recognise their emotions and understand that all emotions are okay.

The childminder provides a curriculum that builds on what children already know and can do. As a result, children demonstrate good levels of engagement in their self-chosen activities. For example, children complete increasingly more difficult puzzles and show pride when they complete them.

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

- The childminder carefully monitors children's progress and shares this information with parents through an online platform. Parents feel involved and value the regular information they receive about children's ongoing development. Parents are complimentary about the childminder and the care she provides, saying that children 'thrive' under the care of the passionate childminder.
- Children with special educational needs and/or disabilities are very well supported. The childminder works in partnership with parents and other professionals to develop learning goals that are challenging and appropriate to help children achieve. Parents appreciate her inclusive approach and the assistance offered to access additional support.
- The childminder consistently talks to and engages with children. She holds interesting conversations with them and introduces new words, such as 'scrunching' when balling newspaper and 'dungarees' when describing what a scarecrow is wearing. She introduces mathematical language such as 'big' and 'small' and talks about different colours. However, occasionally, the childminder answers her own questions. She sometimes does not give children enough time to think and respond.
- Early writing skills are promoted. For instance, the childminder provides children

with sensory opportunities to practise mark making. They use their fingers and sticks to make marks in sand and mud. This helps to develop children's finger strength in preparation for later writing.

- Children are developing a love for books. The childminder enhances stories by providing activities relating to the story. However, at times, the childminder does not plan effectively. For example, children lose interest when a story is too long for them. This means children do not necessarily fully engage in the intended learning.
- Children become increasingly confident in developing their independence skills. They wash their hands before lunch and wash their faces when they have finished eating. Children help to clear the table after meals and understand why they need to tidy away the activities. They know where to put their shoes and coats when they arrive and are learning to put them on when going outside. These tasks help children to learn important life skills.
- Children benefit from opportunities to learn about their local community. They go on walks and attend the local playgroup, where they meet other children to develop their social skills. Children take part in the annual local scarecrow festival, working with the childminder to create their own scarecrow. This helps them to have a sense of belonging in the setting and wider community.
- The childminder extends her knowledge through online training. This gives her further ideas for experiences she can provide for children. For instance, through research, the childminder has decided to create a calming space for children to access when they are feeling overwhelmed or just want some quiet time.

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:

- allow more time for children to think and respond to questions, to further support and extend their language and thinking skills
- review the organisation and length of adult-led activities to develop further ways to engage children more effectively in their learning.

Setting details

Unique reference number	2756943
Local authority	Wakefield
Inspection number	10349728
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Crofton area of Wakefield. She works alongside another childminder. The childminder operates all year round. Sessions are from Monday to Thursday, 7.30am to 5.30pm, except for bank holidays, family holidays and two weeks at Christmas. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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