

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

Children are happy and content in the care of the kind and loving childminder. As children arrive with their parents, the childminder greets them with genuine affection. The childminder ensures that she forms positive relationships with children and their families. This helps children to feel safe and secure. Children make good progress from their starting points in development as the childminder gathers information on what they can already do before they start. This enables her to tailor learning to children's individual needs and recognise where additional support may be needed.

The childminder plans a learning environment that follows children's interests. For example, she recognises that some children learn best outside. The childminder has created areas for children to explore the natural environment, while also providing shelter for those who like to be inside. This helps children to feel valued as the childminder acknowledges their preferred learning style. Mealtimes are seen as social occasions. Children practise their conversational skills as everyone sits together to discuss their day. Children use their independence skills as they feed themselves and use a knife to spread jam on their crumpets at breakfast time. During lunchtime, children use their manners as the childminder offers them a variety of healthy foods.

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

- The childminder understands child development and knows what she wants children to learn. Children have access to a variety of experiences that supports them across all areas of learning. For instance, children learn about the changing seasons as they plant, tend to and harvest vegetables in the garden.
- The childminder introduces mathematical language as she encourages children to count to more than five and identify the difference between big and small objects. She uses lots of positive praise to celebrate children's achievements. This helps children to develop pride in their accomplishments.
- The childminder uses various approaches to support children's emotional well-being. Children sit together and discuss their feelings. The childminder gives them the time to express how they are feeling and why. She understands that children's emotional regulation develops over time and supports children in an age-appropriate way. For example, the childminder explains to children that their friends are sometimes sad as they are missing someone special. She explains to children how hugs can sometimes make people feel better.
- The childminder makes regular assessments of what children know and can do. This helps her to identify any gaps in their development. The childminder concentrates on any gaps in learning through purposeful learning experiences. She shares this information with parents, so they can continue this targeted

approach at home.

- The childminder understands children's individual needs and plans learning that helps them to make good progress. She places an emphasis on developing children's communication and language. The childminder introduces new words and holds meaningful conversations with children. However, on occasion, the childminder does not model the correct language back to children. This means that children do not always hear and use the correct pronunciation of words.
- The childminder plans activities that she knows children will enjoy. However, she does not always fully consider the timing of focused activities. For instance, children want to follow their own interests when they first go outside, but the childminder wants children to do the planned activity first. This means that children struggle to fully engage in the planned intended learning.
- Children have lots of opportunities to develop their physical skills. They use their large muscles as they negotiate the stepping stones and pull themselves up on the climbing frame. Children build the strength in their fingers as they place twigs, leaves and pine cones along a chalk line tree. This helps to prepare children for future writing.
- The childminder is committed to her continuous professional development. She regularly reviews her practice to help her to continually improve. The childminder knows her own strengths and the areas that she would like to develop. For example, she wants to attend forest school training to better understand how children learn in a natural environment.

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:

- use the correct words consistently when modelling language to help children hear and use the correct pronunciation of words
- review the timing of adult-led activities to ensure that children do not become distracted and are able to become more engaged in their learning.

Setting details

Unique reference number	2757546
Local authority	Wakefield
Inspection number	10349729
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 2
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works from her co-childminder's address in the Crofton area of Wakefield. The childminder holds a relevant early years qualification at level 3. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays, family holidays and two weeks at Christmas. The childminder provides funded care and education.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024