

Childminder report

Inspection date: 19 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 enjoy songs and rhymes. They copy animal sounds and learn about tempo and dynamics, such as fast and slow, loud and quiet. Children sit on cushions to look at books with the childminder. They listen attentively as the childminder reads stories that link to their interests in minibeasts. The childminder extends this learning and encourages children to take part in creative play. Children use their hands to touch and manipulate dough in different ways. For example, they roll dough to create a body and legs for their spider. Children show how they can use their imagination as they add eyes, a moustache and a hat to their spider creation. The curriculum impacts positively on children's early literacy, physical skills and self-expression through creative play.

Children enjoy their time in this welcoming home-from-home environment. They show a positive attitude to their play and learning. Children demonstrate how they are considerate of their peers as they share resources well. They use good manners and say 'please' and 'thank you'. The childminder places a good focus on children's emotional development through her curriculum. For instance, she ensures that children have opportunities to socialise with other children and adults. This prepares children well for the wider social network of school.

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

- The childminder offers a broad and varied curriculum for children. She carries out regular assessments of children's progress and shares this detail with parents. The childminder provides home learning packs and resources to parents. She supports them well to extend their child's learning, including a love of reading.
- The childminder considers children's interests and experiences that they may not yet have participated in when planning her curriculum. For example, she takes children on public transport, such as buses and trains. Children visit local farms and parks where they can play in the sand and use larger climbing equipment. The childminder also takes children on routes where they see sculptures of characters from the story 'Room on the Broom'. Children have opportunities to enhance their physical skills and understanding of the world well.
- Children copy actions to clap, wiggle and jump. They show how they can listen and follow instructions as they stretch, yawn and shake their hands. The childminder encourages children to experiment with different ways of playing instruments. For example, she gives children direction to shake and tap instruments above their heads and behind their backs. Children give the childminder a high five when the session ends, showing their enjoyment of movement and dance.
- The childminder has good knowledge of how to support children's early

language development. For example, she introduces words in context, such as when she reads. The childminder encourages children to use a mirror to look at their mouth movements as they speak. However, she does not always consider involving other professionals to help enhance her already good practice where children's speech is delayed. At times, the childminder expands on what children say by adding one or two words. However, she does not do this consistently to support children to begin to link words in play.

- Children wash their hands ready for snack. They decide which colour plate they will take from the drawer. Also, what they will eat from the choices available. Children sit at the table and feed themselves independently. They learn good hygiene practice and how to manage their own needs.
- The childminder follows children's interests well. She supports them to roll a coloured dice and match the numbers to those printed on a card. Children count one to six independently, showing their early mathematical progress.
- The childminder considers her professional development and undertakes relevant training to enhance her knowledge and practice. She reflects on her practice and makes changes to benefit children's learning and development.

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:

- consider working in partnership with other professionals to help enhance the good support already in place where children's speech development is delayed
- consider how to consistently support children to begin to link words as they play.

Setting details

Unique reference number	2758756
Local authority	Wakefield
Inspection number	10349544
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 9
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 registered in 2023. She lives in Wakefield, West Yorkshire. The childminder operates all year round from 7:30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant level 3 qualification.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The childminder and the inspector completed a learning walk together. They discussed how the childminder organises different aspects of learning.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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