

Childminder report

Inspection date: 11 August 2025

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 dedicated to ensuring children feel welcome in his inviting home. Children demonstrate that they feel happy and safe as they confidently explore their environment. From the outset, the kind and caring childminder builds strong, trusting relationships with both children and their families. Children go to the childminder for reassurance when needed. As a result, children settle quickly and develop a strong sense of belonging.

The childminder provides a well-planned curriculum that supports children to develop the skills they need for future learning. He thoughtfully organises the home environment to reflect children's current interests, creating engaging opportunities for learning. For example, children show great excitement and curiosity as they explore and experiment with bubbles. The childminder joins in their play, skilfully introducing new concepts by challenging them to identify the 'bigger' bubbles.

Children benefit from a range of outings that enrich their learning and development. They enjoy regular trips to local parks and nature walks, which provide opportunities for exploration and to learn about nature. In addition, children frequently attend playgroup sessions, where they interact and socialise with other children and adults. These social opportunities support children to build confidence and develop strong social skills.

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

- The childminder develops a good understanding of each child, including their interests and preferred ways of learning. He offers a well-balanced mix of adult-led and child-led activities. For example, children enthusiastically use puppets to recall the story of 'The Gruffalo', building on their language and storytelling skills. However, the learning intentions for some planned activities are not always clearly defined. This can limit opportunities to fully support and extend children's individual next steps and sustain engagement.
- The childminder supports children's communication and language skills effectively. He responds warmly and attentively, engaging them in conversations and offering a running commentary on what he observes them doing. The childminder uses open-ended questions to encourage children to share their ideas and allows them the time they need to think and respond. As a result, children become confident, articulate communicators who are eager to engage in conversation.
- Children are encouraged to develop their independence skills. The childminder supports children in practical tasks such as putting on their shoes and washing their hands. During snack times, children actively participate by helping to set the table and using safety knives to chop their food. The environment is

organised to promote independent choice, allowing children to freely select activities that interest them.

- Partnership with parents is strong and effective. The childminder regularly shares updates on children's development through photos and daily conversations. Parents are actively involved and receive tailored home-learning ideas to support their child's next steps. Feedback from parents is very positive. They express high satisfaction with the care and education provided. Parents comment on how much children love attending each day and have shown significant growth in confidence since starting.
- Overall, children behave well and demonstrate kindness and respect towards one another. They use their manners, often unprompted. Children respond positively to the praise and encouragement provided by the childminder. This supports their self-esteem and confidence well. However, the childminder does not consistently intervene when unwanted behaviours occur. This does not fully support the good behaviour of all children.
- The childminder supports children to lead healthy lifestyles. Children grow their own herbs and vegetables and eat them as part of their healthy diets. They actively participate in watering, and harvesting, fostering a sense of responsibility and an understanding of where food comes from. Regular visits to the park and nature walks provide ample opportunities for physical activity, fresh air, and exploration of the natural world. These experiences support children's physical health, well-being, and curiosity about their environment.
- The childminder is dedicated to continuous improvement, regularly reflecting on his practice to enhance his skills and knowledge. He actively seeks out training opportunities, including safeguarding and safer eating courses, to ensure his knowledge remains up to date. Working alongside a co-childminder, he collaborates to share ideas, reflect on experiences, and effectively plan to support 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:

- refine the curriculum intent to target the specific learning intentions for activities more precisely, maximising the impact on children's learning
- improve behaviour management strategies to help children learn about boundaries and expected behaviour in a consistent way.

Setting details

Unique reference number	2780385
Local authority	Wakefield
Inspection number	10413877
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 2024 and lives in Wakefield, West Yorkshire. He operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works alongside a co-childminder, who is also his wife.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of his home used by children and explained how he supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- Parents shared their views with the inspector through written and verbal feedback.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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