

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

Children are happy and settled in the care of this warm and caring childminder. They leave their parents with ease and are eager to greet the childminder and their friends. The childminder offers a calm, safe and home-from-home environment for children. Children develop secure attachments with the childminder. This is evident as children reach out to the childminder for cuddles and reassurance. Children confidently welcome visitors into the childminder's home, reflecting their good levels of self-esteem.

Children display a positive attitude to learning and eagerly explore the home environment. The childminder offers activities and resources that support development across all seven areas of learning. For example, she uses every interaction to promote children's mathematical skills, such as counting and encouraging recognition of prepositions during play. As a result, children make good progress in preparation for their eventual transition to school.

The childminder prioritises supporting children to learn about leading healthy lifestyles. She provides nutritious snacks and home-cooked meals daily. Children grow their own vegetables and herbs in the garden, enjoying the experience of harvesting and eating them. Weekly fruit and vegetable activities encourage children to learn about and try new foods. Children spend much of their time outdoors, including walks to the park and woodlands, promoting physical activity and a connection with nature.

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

- The childminder has a clear intent for her curriculum and takes time to get to know and understand each child, enabling her to plan effectively for their development and learning. Regular assessments and close partnership working with parents inform precise next steps, ensuring activities are tailored to individual needs. Parents receive ideas of how to support children's learning at home. As a result, children make strong progress, build confidence in their abilities, and develop the skills they need to succeed in their future learning.
- Overall, the childminder supports children's behaviour effectively through consistent praise and reassurance, which boosts their confidence and self-esteem. Children are polite and well-mannered. However, the childminder does not always explain why certain behaviours are unacceptable or intervene promptly when unwanted behaviours occur. As a result, children do not fully understand expectations or learn how to improve their behaviour.
- The childminder actively promotes diversity through activities and conversations that reflect a range of cultures and family structures. Children learn about different traditions, festivals, and ways of life, helping them appreciate the rich

variety within their community. This inclusive approach supports children to develop an understanding of both differences and similarities, fostering respect, empathy, and positive attitudes towards others.

- Children are given regular opportunities to develop their early independence skills. Older children use safety knives to chop peppers at snack time. All children wash their hands at the hand wash station and put on their own shoes before going outside to play. Children are consistently encouraged to engage in child-led play and choose their activities each day. This approach effectively prepares children for their upcoming transition to school.
- The childminder is focused on preparing children for their eventual move to school or pre-school. For example, she supports children to be confident, independent, and develop strong communication skills. However, the childminder does not consistently share information with other providers when children transition to new settings. This limits opportunities to ensure a consistent and supportive approach for the children during these changes.
- The childminder regularly reviews her practice and evaluates her work effectively to ensure continuous improvement. She actively engages in webinars and ongoing training to keep her skills and knowledge up to date. For example, recent training enabled her to develop a climate action plan focused on sustainability, which she shares with the children. Additionally, the childminder has strong partnerships with her local authority and other childminders in the area to share good practice.
- The childminder effectively supports children's communication and language development. She gets down to their level, engaging with them and extending their narratives to build vocabulary and understanding. The childminder models correct language by repeating words accurately and asks questions that challenge children's thinking. Children are given time to process and respond, fostering their confidence in expressing themselves. As a result, children are confident and effective communicators.

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:

- review behaviour management strategies to ensure children receive clear guidance on behaviour expectations
- strengthen arrangements for working in partnership with settings children will move on to, to support transitions.

Setting details

Unique reference number	2780403
Local authority	Wakefield
Inspection number	10413876
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. She 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 her husband. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written and verbal feedback.
- 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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