

Childminder report

Inspection date: 26 February 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 very loving towards young children. They are happy, very settled and at ease. The childminder's calm, patient and nurturing manner contributes significantly to this. Children have strong emotional attachments to the childminder, which help them to feel safe and secure. For example, as the childminder encourages young children to learn about behavioural expectations, such as sharing, they enjoy a reassuring cuddle when they become frustrated. They delight in snuggling on the childminder's knee for an animated story about farm animals. The childminder helps to reinforce children's learning, such as through providing animal figures. Children thrive on the childminder's praise and encouragement, which help to foster their self-esteem and confidence.

The childminder generally helps children to make good progress and develop strong foundations for future learning. For example, the childminder increases children's use of single words. She provides a lively and engaging narrative, models words correctly as she reads stories and encourages children to name what they see. Children negotiate soft-play equipment, such as the foam steps and ramp, and they manoeuvre sit-and-ride toys. This helps them to develop their large-muscle skills. Children are developing early independence. They delight in finding their coat and wellington boots in readiness for playing in the garden, and they recognise the picture that identifies their own water bottle. This is kept at a low level for easy access.

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

- The childminder plans a wealth of activities and provides a rich range of highly accessible resources. However, some aspects of the curriculum, including the organisation of the learning environment, are a little too advanced for younger children's stage of development. This means that they, sometimes, lose focus and engagement.
- The childminder complements children's experiences through various outings, such as going to feed the ducks, visiting the library and going on a nature walk. This helps to broaden children's socialisation and to learn about the world around them.
- The childminder gathers important information from parents that enables her to build a picture of new children and to help them to settle in. She tailors settling-in visits according to children's individual needs. For example, she follows the care routines that children are familiar with at home. This helps to promote their emotional well-being.
- The childminder shares children's learning with parents and how they can support this via newsletters and progress summaries. She provides suggestions and home-learning activity packs, although these are, sometimes, too

challenging. The childminder communicates via parents where children attend other settings. However, information is not specific enough to fully complement children's learning.

- The childminder uses daily routines well to build on children's learning and development. For example, she introduces early mathematics by counting the fruit in children's bowls and encourages them to jiggle from side to side and to slide their coats off after playing outside.
- The childminder shows great enthusiasm and supports children's language development superbly as children play. This motivates children as they connect construction toys, for example, and explore different tactile media, such as shredded paper. Children develop their hand-eye coordination and small-muscle strength during such activities, which support their future early writing skills.
- The childminder is an excellent role model, which helps children to develop important social skills. She shows great kindness and respect and introduces simple manners. She uses effective strategies to support children's emotional development as they learn to understand boundaries and expectations, such as not snatching toys.
- The childminder acknowledges why children are upset and how they are feeling as they express strong emotions associated with 'toddler tantrums'. She manages this stage of development with great sensitivity and successfully distracts children. This results in them soon playing happily.
- The childminder sings fun songs as children take part in daily routines that help them to learn about living a healthy lifestyle, such as washing hands before eating. Children enjoy a wide variety of healthy meals and snacks and have ample access to fresh air and exercise.
- The childminder's qualification, and continued professional development, has a positive impact on many aspects of her practice. She is currently focusing on that which will have the biggest impact on the quality of teaching and learning for younger children.

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:

- strengthen the planning of activities and the learning environment to support younger children's stage of learning and interests to the highest level
- share more accurate information with parents to help them support children's learning in a way that is more closely aligned to their developmental stage

- extend partnership working with other settings children attend to help children make the best progress possible in their learning.

Setting details

Unique reference number	2780671
Local authority	Wakefield
Inspection number	10349752
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024. She lives in Pontefract. The childminder operates Monday to Wednesday, from 7.30am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder holds a qualification at level 6 and offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The childminder discussed how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from parents.
- The childminder shared documents, such as those related to children's learning.

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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