

Childminder report

Inspection date:

6 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder is experienced and has a thorough understanding of children's developmental stages. She provides a safe and nurturing environment for children to grow and develop. Babies show they feel happy and secure with the childminder. They begin to develop their physical and social skills. Older children are excited and happy to be collected from nursery school by the childminder. They talk to her about their morning and settle in very quickly. Children's behaviour is very positive. The childminder has high expectations and sets clear boundaries. This has a positive impact on children's well-being.

The childminder has built strong relationships with children and their families. She knows about children's prior achievements and interests. The childminder uses this information to broaden children's experiences and develop their understanding of the world around them. Since the last inspection, the childminder has attended a range of professional development opportunities to update and refresh her skills. She regularly gathers feedback from parents and children to help her drive forward improvements. The childminder works closely in partnership with the local school and shares information about children's development. This helps to promote consistency and close any potential gaps in their learning.

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

- The childminder is dedicated to providing good standards of care and learning for children. She works hard to develop her practice and encourages parents to share their views to make changes to her provision. For example, the childminder used information collected from questionnaires to reflect on the way she communicates with parents and how much children enjoy the healthy meals.
- Babies are confident, sociable and enthusiastic to explore their surroundings. The childminder is very responsive towards children and provides a range of activities for them to access independently. She uses opportunities to extend their learning as they play. For example, she says the names of the animals on the peg jigsaw to encourage children to repeat words. However, on occasions, they are modelled incorrectly, such as 'quack quack' instead of duck.
- The childminder helps older children develop some of the skills they need to start school. She has recently attended a phonics session in school to help her support children's early writing and reading development. In addition, the childminder encourages children to be confident and independent.
- The childminder uses her knowledge and experience of children's development to plan activities to help them make good progress. She shares information with parents to help them be fully involved in their children's learning. The childminder monitors children's development and makes referrals if they need further support.

- The childminder encourages children to be kind and well mannered. She teaches them about other people in the world and helps them to be respectful. Children benefit from trips in the community and nearby town. The childminder takes children swimming on a regular basis to build on their physical skills and safety awareness.
- The childminder gathers robust information from parents when children first join the setting. This helps her to meet their individual care needs effectively. However, some children attend sessions with other childminders and these partnerships are less effective. This means some information about children's experiences is missing.
- Children enjoy a range of healthy and home-cooked meals. The childminder encourages them to make healthy food choices and take an active part in their own self-care. For example, older children choose at least two vegetables each mealtime. Babies are provided with their own spoon to help feed themselves and develop their independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements robust procedures if she has concerns about children's welfare. She confidently identifies the signs of potential abuse and understands the importance of following the Local Safeguarding Children Board procedures. The childminder is fully aware of wider child protection issues, such as signs of possible radicalisation and racism. She completes regular child protection training and teaches children how to keep themselves safe. The childminder discusses online safety and encourages children to consider the length of their screen time. Young children learn how to cross the road safely and think about risks in the environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- model words and language clearly to consistently build on children's existing vocabulary
- strengthen partnership working, specifically with other settings that babies and young children attend, to maintain continuity of care and learning.

Setting details

Unique reference number	321785
Local authority	Wakefield
Inspection number	10072866
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 13
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 1989 and lives in Middlestown, near Wakefield. She operates Monday to Friday, all year round, except for bank holidays and family holidays. Her opening times are Monday from 7.30am to 9am and 3pm to 5.30pm, Tuesday, Wednesday and Thursday from 7.30am to 6.30pm and Friday from 7.30am to 6pm. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- A joint observation was completed by the childminder and inspector during unplanned experiences.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning and development with the childminder.
- Parents provided written feedback and the inspector took account of their views.

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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