

Childminder report

Inspection date: 7 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happily and eager to begin their day. They are pleased to see the childminder and excitedly help themselves to toys and resources. For instance, children explore a doctor's set, using the medical equipment to check that the childminder is well. They pretend to take her temperature and put a bandage on her arm. Children are kind and caring. They engage in activities for extended periods of time and show a positive attitude towards their learning. Children help to make play dough and show delight in what they have achieved. They spend a long time exploring the dough and making marks in the flour. Children develop their small-muscle skills as they roll, squash and squeeze the dough.

Children are confident, happy and social individuals. They demonstrate that they feel safe and secure in the childminder's care. Children have close bonds with the childminder, who is a positive role model for children. She instils positive values and children use good manners. They understand boundaries and behave well. Children who may need additional support are identified quickly. The childminder puts plans in place to help children to make progress. She works closely with parents and other professionals to help children with special educational needs and/or disabilities reach their full potential.

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

- The childminder has a good understanding of the aims of her setting. She knows what experiences she wants to offer children. For example, she regularly uses the local area with children to support their physical and social skills. Children enjoy visiting the park, soft-play areas, playgroups and going for walks to local nature reserves where they look for wildlife.
- The childminder knows the children she cares for well. She is able to describe what children are interested in and what their next steps in learning are. The childminder confidently talks about the skills she wants children to gain through learning during their time in her setting. For instance, the childminder wants children to be confident, independent and have a willingness to learn new things.
- The childminder plans her curriculum to help children to develop the skills they will need for future learning. However, she does not consistently support children's literacy development fully. Although books are available, children are not encouraged to read them, and younger children are not able to access and browse the books as a result of how they are displayed.
- The childminder is a good role model. She plays alongside children and demonstrates new skills. She is good at knowing when to step in to support children's learning and when to stand back and let children explore for

themselves. As a result, children learn to test out their own thoughts and ideas as they develop their critical-thinking skills.

- Children are encouraged to be independent and successfully meet their own self-care needs, such as washing their hands before they eat. They feed themselves and practise drinking from a cup without a lid. However, some routines, such as nappy changing, are not used as effectively to support children's learning, particularly their communication and language skills and understanding of toileting needs.
- Parents speak highly about the kind, caring and considerate childminder. They are pleased with the high level of communication they receive from the childminder. Parents say that the childminder keeps them updated about children's development. For example, she regularly shares what children are doing and learning through photographs, messages and conversations.
- The childminder has good links with other childminders. She shares good practice and gains new ideas to help develop her provision. The childminder completes mandatory training, such as paediatric first aid and safeguarding to ensure that her knowledge is current.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm and knows how to keep them safe. She regularly attends safeguarding training to keep her knowledge up to date. The childminder recognises when a child is at risk and knows who to contact, should she need to report any concerns. She is aware of who she should contact if there is a safeguarding allegation made against her or a member of her household. The childminder carries out regular checks of her home and garden, to help provide a safe environment for children.

What does the setting need to do to improve?

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

- strengthen opportunities for children to further develop their enjoyment of books and stories
- develop routine activities, such as nappy changing, to support children's learning and development further.

Setting details

Unique reference number	321821
Local authority	Wakefield
Inspection number	10071358
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	6
Number of children on roll	4
Date of previous inspection	9 March 2015

Information about this early years setting

The childminder registered in 2000 and lives in Castleford, West Yorkshire. She operates all year round from 8am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 in children's care, learning and development.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback from parents to consider their views and opinions about the setting.

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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