

Childminder report

Inspection date: 4 September 2024

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 thoroughly enjoy their time in this setting. Before children start in her care, the childminder visits them at home. This gives her an insight into children's family life, how their learning is supported at home, and the life experiences children have. The childminder uses this information to help children settle and to plan for their future learning. As a result, they quickly become confident in the setting and make good progress in their development.

The childminder works with a co-childminder and children benefit from the different skills of each adult. For instance, they are excited to join a 'bear hunt' in the garden with the co-childminder. Children think about natural elements like prickly grass, oozy mud and deep rivers. The excitement of the bear hunt compared with the reality of the family's feelings in the 'We're Going on a Bear Hunt' book helps children begin to understand different emotions.

The childminder has high expectations for children's behaviour. She praises children and gives them encouragement, which promotes their self-esteem. This means children are keen to try new things. Children develop their social skills through cooperative play. They increase their resilience when they learn to wait their turn and negotiate. Children start to understand how to risk assess and keep themselves safe. For example, they learn to cross the road and use large play equipment in the local park safely.

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

- The childminder assesses children's progress and uses the information to identify their next steps in learning. She knows their interests and provides a wide range of resources so they can make choices about their play. The childminder balances child-led play with adult-led activities. However, her curriculum is not always clearly planned and sequenced to ensure children build on what they already know, make connections and embed their learning. Consequently, children do not make the best possible progress in all areas of learning. For instance, some of the characters from the bear hunt are represented in their small world play, but the childminder does not help children make the link.
- Children enjoy listening to short stories and taking part in action rhymes. The childminder promotes their listening skills and gives them time to follow instructions. She models language so children hear words pronounced clearly. The childminder uses varying intonation and demonstrates rhythms in language. She shows children how to use loud and quiet voices. They giggle as they whisper and then clap loudly.
- Children immerse themselves in role play. For example, they re-enact making a cup of tea. They develop coordination and motor skills when they use small

tools. Children investigate and experiment as they 'mash' the tea. The childminder teaches them basic mathematical concepts, such as 'we need four cups'. However, she does not always consider how to use children's play to reinforce their understanding of their immediate family and community. For instance, the childminder does not help them relate their play to familiar home routines, or a visit to a cafe.

- The childminder promotes children's independence in daily routines ready for the move to nursery school. They learn the importance of good personal hygiene and how to tidy away toys they have used. The childminder shares information with parents about oral hygiene and healthy diets. Children have access to the childminder's garden and play outside in the fresh air each day.
- The childminder has regular discussions with parents about their children's progress. They comment that they are happy with the care and learning their children receive and that children 'come on so much'. The childminder shares ideas to support learning at home. For instance, she tells parents what the book of the week is so that parents can continue reading with children. The childminder promotes children's home languages to enhance their communication skills. They sing nursery rhymes in English and then in home languages, to help children make the association between the two languages.
- The childminder works with her co-childminder to evaluate her practice. She attends local authority events to help her keep up to date and share good practice. As a result, she maintains a good standard of care and learning for 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 curriculum so that it is coherently planned and sequenced, always considering what children already know and can do and fully supporting them to embed their learning and make connections between their experiences
- fully consider children's personal experiences and how their play can be used to enhance their understanding of their immediate family and community.

Setting details

Unique reference number	321834
Local authority	Wakefield
Inspection number	10351494
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	2 to 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	13 September 2018

Information about this early years setting

The childminder registered in 1999. She lives in Featherstone, West Yorkshire. The childminder works with a co-childminder. They currently operate from Tuesday to Thursday 9am until 3pm, all year round, excluding bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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