

Childminder report

Inspection date: 15 July 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in the childminder's well-resourced and stimulating environment. They delight in the innovative ways that the childminder supports their physical development. For example, the childminder ties balloons to garden umbrellas. Children enthusiastically jump up to try and catch the balloons as they blow in the wind. This helps children to learn how the natural world impacts on their play. Children giggle with joy as the balloons tangle together. They wait, bouncing up and down in anticipation, for the balloons to separate, so they can begin their games again.

Children become fully absorbed in activities of their own choosing. They concentrate intently as they cut and shape paper to design their own masks. Children are determined to ask for help only when absolutely necessary. For example, when they need to measure lengths of wool, they ask the childminder for help to tie the masks around their head. The very high levels of confidence shown by children demonstrates how safe and secure they feel in the childminder's home.

Children's behaviour is excellent. They are exceptionally respectful of the childminder's home. Children eagerly tidy away in preparation for snack and lunch. They are especially polite and respectful. Children automatically say please and thank you. They welcome other children into their play, happily sharing resources. The friendship bonds which children make help them to establish positive and meaningful relationships in the future.

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

- The childminder has a thorough knowledge of where children are in their learning and what they need to learn next. She has high expectations for all children to achieve to the best of their abilities. Children benefit from a sequential programme of learning that is based around their individual learning needs. Older children are well prepared for the next stage in their development and their move on to school.
- The childminder threads mathematics throughout all her activities. She ensures that children understand numbers in context. For example, as children count blocks, the childminder encourages them to count slowly as they point with their fingers. The childminder helps older children to recognise patterns as she suggests children fasten blocks together in a specific colour order.
- Children learn how to keep themselves healthy. Older children are excited to show how they wash their hands. They enthusiastically rub soap and water on their hands, and count to 30, before they say their hands are clean. The childminder counts with young children as she encourages them to rub the germs away.

- Parents are very complimentary about the service which the childminder provides. They stress the value to their children and themselves of the discussions at the beginning and end of their child's day. Parents describe the friendliness, support and care of the childminder in helping them to meet the challenges of their working lives.
- The childminder knows when she talks to children to get down to their level, speak clearly and use the correct pronunciation. However, the childminder does not use these times to extend children's communication skills. For example, she does not consistently introduce new words, or different words with the same meaning into children's vocabulary.
- The childminder is innovative in the ways she shares information about children as they begin the next phase of their learning at school. For example, she provides teachers with examples of children's mark making, alongside very detailed information about their progress.
- Children show exceptionally high levels of motivation, confidence and a can-do attitude to their learning. For example, young children demonstrate their problem-solving skills, working out how to hold their scissors to cut the tops off their tubes of yogurt. However, particularly during adult-led activities, the childminder sometimes gives children answers to problems as they arise, rather than letting children think of the solutions themselves.
- The very strong bond between the childminder and children is evident. Children are exceptionally confident in asking the childminder to meet their individual needs. For example, young children take books to the childminder, knowing that they will be read. This helps children to feel valued and appreciated.
- The childminder offers children many opportunities to learn about their external environment. She makes excellent use of the local community with visits to parks and nearby woodland spaces. The childminder uses these opportunities to teach children how to keep themselves safe. For example, children are confident as they describe looking for the white lights on the rear of cars when they visit the local garden centre. Children know that this means the car will be going backwards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder accesses child protection training and is aware of the correct procedure to take should there be an allegation made against her. The premises are secure. The childminder carries out daily checks of the indoor and outdoor environments to ensure that they remain safe for children to use.

What does the setting need to do to improve?

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

- extend children's vocabulary through the introduction of new words into their play and routines
- enable children to develop their thinking skills to an even higher level during activities and routines.

Setting details

Unique reference number	321841
Local authority	Wakefield
Inspection number	10117287
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 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 1992 and lives in Walton, a village on the outskirts of Wakefield. She operates during term time from 8am to 5.30pm, Wednesday, Thursday and Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children's records were looked at by the inspector, along with a range of other documentation.
- The inspector took into account written feedback provided by parents.
- The inspector spoke to children at appropriate times during the inspection, and assessed their learning in the indoor and outdoor environment.

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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