

Childminder report

Inspection date: 10 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and calm as they enjoy spending time with the attentive childminder. She supports children's emotional security well and provides them with nurturing interactions. Babies form a close bond with her. The childminder's observations and knowledge of children help her to offer a curriculum that supports children's learning and promotes their self-care and independence skills. The children know where everything is in the childminder's home and confidently select resources of their choice. This includes choosing equipment which is stored in the outdoor shed from a book of pictures made by the older children. Children learn manners from the childminder and are keen to make positive choices. Their self-esteem is constantly boosted as they receive praise for their achievements and behaviour.

The childminder is aware that the COVID-19 pandemic has limited opportunities for children to develop their social skills. Therefore, she regularly takes children to soft-play centres and toddler groups where they have the opportunity to mix with other children. Children develop their confidence in larger groups. They develop an understanding of the world around them and have many opportunities to be physically active. Children practise their large-muscle skills as they climb on apparatus at the park.

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

- The childminder gathers a range of information from parents before new children join her setting. For instance, she asks parents about children's likes and dislikes and their development. The childminder offers a range of settling-in sessions for new children so that they can get to know her and familiarise themselves with the setting. This helps children to settle quickly and to feel safe and secure when they start.
- The childminder has a good understanding of how young children and babies learn. She recognises when babies are ready to pull themselves up to a standing position and warmly encourages them to use their leg muscles to move to an upright position.
- The childminder provides appropriate challenge to extend children's learning. Children take care and focus as they skilfully take out the stacking cups and place them on top of each other to make a tower. The childminder introduces number sequencing to the activities for younger children. She counts aloud with the children as they build.
- The childminder provides children with lots of interactive toys to support their emerging understanding of how to use technology. For example, babies enjoy pressing buttons on interactive toys and listening to the sounds they hear.
- Children make good progress in their speaking and listening skills. The

childminder creates a language-rich environment to support children to hear and use new language confidently. For instance, during song time, the childminder introduces the names of different musical instruments and teaches babies the names of their different body parts when they join in action songs. Children practise their physical skills as they 'wind a bobbin' and 'row a boat'.

- The childminder ensures that the daily routine meets children's needs. Healthy mealtimes, sleep and good hygiene practices are well established. This contributes to children's good health and the smooth running of the setting.
- The childminder completes mandatory training, such as paediatric first aid, to keep her knowledge and skills up to date. She has good links with other childminders and often meets up with them to share ideas and good practice.
- Self-evaluation is effective. The childminder reflects on the activities and opportunities that she provides for children. She identifies what was successful and how she can improve her setting to meet children's needs or support their learning further.
- The childminder has developed positive relationships with local schools and nurseries that children attend. However, she is yet to seek information about the children's development to fully support consistency of learning. She recognises that she would like to build on the level of information shared between other settings that children attend, to help all children make the very best progress possible. Nonetheless, partnership with parents is good. They comment that the childminder provides a warm, safe and comfortable family environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of safeguarding. She understands the types of and signs of abuse, including county lines and extremism. The childminder accesses regular safeguarding training to help her to maintain a secure understanding of safeguarding matters. She is confident about the procedures to follow should she have concerns about children's safety or welfare. The childminder knows what she must do if there are concerns or allegations made about her or a member of her household. She uses risk assessments and daily checks on her home effectively to help keep children safe.

What does the setting need to do to improve?

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

- embed the proposed plans for sharing and gathering information from other settings children attend to provide more consistency in supporting their overall development.

Setting details

Unique reference number	321866
Local authority	Wakefield
Inspection number	10066481
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 August 2015

Information about this early years setting

The childminder registered in 1998 and lives in Ossett, Wakefield. She operates from Monday to Friday for 48 weeks of the year, except for bank holidays, Christmas and family holidays. Her opening hours are 7.30am to 5pm. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Julie Dent

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 her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation during a planned activity.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents and children shared their written views of the setting with the inspector.

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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