

Childminder report

Inspection date: 2 October 2019

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

The childminder provides a warm and welcoming environment where children learn and play together. Babies are content and older children happily take part in activities. Children settle quickly with the childminder, who is kind and caring. Children demonstrate that they feel safe and secure. The childminder works with parents to find out about children's care, learning and development needs. This enables her to support children from the start.

The childminder has a sensitive approach to help children learn to care for animals. She encourages children to respect her dog and interact with it appropriately. Children learn to respect the childminder's home through her gentle explanations. This helps to keep them safe. Children follow the rules in the setting and behave well. The childminder has high expectations of all children. Children learn about nature and caring for the environment, for example when they visit a nature reserve. They care for a tree, which they decorate with seasonal creations and messages for visitors. The childminder teaches the children to look after the environment by taking away all of the unwanted items when removing the display.

Children play with others in a larger group when the childminder meets with another childminder. This gives children the opportunity to learn about being in a group, taking turns and interacting with others of a similar age.

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

- Children concentrate well and are curious about the activities that the childminder provides. The childminder's teaching is a strength of the setting. Her good use of questioning encourages children to think and solve problems. The childminder encourages children to count again when they make small mistakes. This helps to support their resilience.
- The childminder teaches children new words as they learn about festivals, the seasons and the local area. She helps children to learn about the world around them and different people.
- Babies babble as they enthusiastically join in with songs and action rhymes. The childminder helps to encourage children's communication by sharing books and building their confidence in speaking with others.
- The childminder has developed good partnership working with the local school, which is recognised by the headteacher. She shares detailed information with teachers to support children moving on to school.
- The childminder's partnership working with parents and professionals, for example health visitors, is good. When assessing two-year-old children in her care, she shares and receives information from health visitors. This ensures that she can support the development of the children in her care.

- Children take home activities which help parents to support their child's learning. Parents are happy with the service provided and they recommend the childminder to others.
- The childminder seeks feedback from parents and older children. However, she now needs to refine her self-evaluation in order to plan more precise areas for improvement and give a sharp focus to her professional development.
- The childminder has implemented advice, gained by attending local networks, about portion size and reducing sugar in the food that she provides. She supports parents by providing advice about healthy eating. The childminder provides home-cooked foods for children with a range of dietary requirements.
- The childminder encourages older children to be involved in assessing appropriate risks. Younger children enjoy telling a puppet what to do and what might happen as they learn how to keep safe.
- The childminder works with another local childminder. This enables children to gain a wider range of experiences. For example, the childminders' gardens offer different opportunities for children to develop their physical skills. The childminders go on outings together. They take the children on the train or bus to local parks and areas of interest.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends network meetings and training to keep her knowledge of safeguarding up to date. She implements the guidance that she receives and shares it with parents, when appropriate. Through training she has learned about local safeguarding issues and the arrangements for making referrals. The childminder knows the signs of abuse and neglect. She has comprehensive policies in place covering a wide range of safeguarding issues, with contact details of safeguarding teams clearly displayed. The childminder understands her duties to safeguard children.

What does the setting need to do to improve?

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

- enhance the quality of self-evaluation to identify strengths and more precise areas to develop, and give a sharp focus to professional learning to raise practice even further.

Setting details

Unique reference number	321883
Local authority	Wakefield
Inspection number	10072867
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 1998 and lives in Crofton, near Wakefield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. 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

Ruth Mason

Inspection activities

- The childminder showed the inspector the areas of the setting that children use to play, eat and sleep.
- The inspector observed the childminder playing with the children and evaluated the quality of teaching.
- The childminder shared her qualifications and training records with the inspector.
- The inspector spoke to a parent and looked at parental questionnaires to gain an understanding of their views about the setting.
- The inspector read testimonials from the current and previous headteachers of the local school to gain an understanding of the childminder's partnership working.
- Evidence of the suitability of the childminder and household members was checked by 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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