

Childminder report

Inspection date: 15 May 2025

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 well settled in the care of the experienced and nurturing childminder. The childminder provides a warm and welcoming home-from-home environment. She places a strong emphasis on children's personal and emotional development, ensuring that children of all ages feel secure and safe. The childminder spends time getting to know children and build strong bonds with them. Children are happy and confident in the childminder's care.

The childminder's environment supports her curriculum well. Children are highly motivated to join in and show positive attitudes to learning. The childminder offers an ambitious curriculum that caters to children's individual needs and interests. Activities and experiences are interesting and varied. For instance, children enjoy playing with play dough. They use tools, such as rolling pins and cutters, as they pretend to make pizzas and ice creams. The childminder encourages children to explore with their senses as they stretch and squeeze the dough. All children make good progress.

The childminder is a good role model and children behave well. She promotes positive behaviour through setting rules and age-appropriate levels of explanation to help children understand what is expected of them. Children respond well and follow the childminder's instructions. The childminder offers lots of praise for their efforts and celebrates their achievements. This supports children's self-esteem and well-being.

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

- The childminder understands child development well and has a clear vision of what she wants the children to learn. She regularly assesses each child's abilities and monitors their progress. The childminder extends children's knowledge to help them to reach their developmental milestones. For example, children are encouraged to recognise repeated phrases in stories and join in with the rhyming words at the end of each phrase.
- The childminder skilfully weaves mathematics into planned activities and everyday interactions with the children. For instance, she plans engaging activities focused on shape recognition, such as encouraging children to create pictures using a variety of shapes. The childminder supports children's counting skills by providing opportunities for independent counting and extending their learning through modelling how to count on. These consistent approaches support all children make good progress in their mathematical development.
- Overall, the childminder promotes healthy lifestyles well. Children have access to daily exercise and outdoor play to support their physical health and well-being. The childminder takes children to soft-play centres and parks to play on larger

play equipment. Children enjoy healthy packed lunches and snacks, such as fruit and vegetables. However, the childminder does not routinely build on children's understanding of healthy foods during their play and daily routines.

- The childminder effectively supports children in developing their independence skills. Children are encouraged to make choices by selecting their own toys and resources. They wash their hands independently before meals and after using the toilet, demonstrating growing self-care abilities. The childminder fosters a positive, can-do attitude by encouraging children to take on age-appropriate tasks. For example, she supports young children in peeling and cutting up their own bananas at snack time.
- Children are beginning to explore and make sense of the world around them. They benefit from regular opportunities to engage with their local community. For example, visits to museums, parks, and local playgroups provide valuable experiences that help children build confidence in a variety of social settings. The childminder supports this development by planning activities and providing resources that introduce children to different festivals and cultures, fostering their understanding and appreciation of diversity.
- The childminder recognises the importance of supporting communication and language skills as a foundation for children's learning. She uses play-based interactions to extend children's vocabulary and understanding, often repeating and rephrasing what children say to model the correct pronunciation. When engaging children in conversation or asking questions, she gives children time to process and respond, fostering their confidence and thinking skills. Children are confident communicators.
- The childminder has developed a strong partnership with parents, who are highly complementary of the service she provides. They appreciate the safe, warm, and enriching learning environment she creates for their children. The childminder collaborates effectively with parents to support children's development, including key areas such as potty training. She shares children's next steps in learning and offers suggestions to help parents support these goals at home.

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:

- deliver consistent messages about healthy eating to promote children's understanding of how to keep themselves healthy.

Setting details

Unique reference number	321883
Local authority	Wakefield
Inspection number	10392747
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 October 2019

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 5:30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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