

Childminder report

Inspection date:

6 September 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children sit on cushions and make themselves comfortable for story time. They show their enjoyment of the book about dinosaurs as they listen intently to the words read to them. Children repeat words, such as 'stomp', and phrases from the familiar story. They learn a wide range of vocabulary, such as giganotosaurus and herbivore, which is not used in everyday talk but is in context to the story. Children with English as an additional language use actions to show how a character in the book is sad. For example, they point to their eyes and trace their fingers down their cheeks to demonstrate tears.

Children show their understanding of number as they randomly count one to five. They move jigsaw pieces around until the shape fits into the space. Children show their early mathematical knowledge and how they have developed their hand-eye coordination skills.

Children show positive attitudes to learning. They concentrate well and enjoy the play available to them. Children behave very well. They receive lots of praise for their achievements and when they use good manners. Children invite the childminder into their play. They show they feel safe and happy in her care.

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

- The childminder places a strong focus on extending children's communication and language skills. She models language well and gives children time to listen and respond to questions. Children who speak English as an additional language receive good support to learn new words. They are also encouraged to use words and sing songs in their home language. The childminder also learns some words in children's home languages to support their understanding. She shows how she encourages and values children's individuality.
- Children wash their hands ready for snack. They sit in appropriate seating at the table. The childminder gives children yoghurt and a choice of fruit. Children demonstrate their confidence to say 'no' when asked if they would like some grapes or banana. They show their playful personality as they giggle and say 'yack' when the childminder suggests an orange to eat even though they like this fruit. Children show their strong attachments with the childminder.
- The childminder's curriculum builds on what children already know and can do. Children demonstrate their learning well. For example, they quickly and confidently match colours when asked to do so. However, during adult-led play opportunities, the childminder does not always plan how to extend children's thinking skills further.
- The childminder uses good intonation and changes volume when reading to make stories exciting for children. She helps children to explore their interests.

For example, she takes them to places of interest where there are linked activities that relate to their favourite storybooks.

- The childminder shares children's learning verbally and through an online application with parents. Since the last inspection, she has introduced a home to setting book. Children take home 'Duggie' the 'dog' and record their adventures with him. For example, photos show 'Duggie' and the children on the trampoline at home with their parents and on trips to the ball pool. The childminder considers ways to support good partnership working with parents and to share children's learning at home.
- The childminder keeps her mandatory training up to date. She is also undertaking an Early Years Professional Development course run by the local authority. This demonstrates her commitment to continually improve her practice and provide good quality care and education to all children.
- The childminder teaches children about some celebrations and cultural events as part of the curriculum for understanding the world. However, she does not always consider how to help children understand the similarities and differences between themselves and others.
- Children engage in a range of play opportunities outdoors to enhance their physical development. For example, they climb the steps of the slide and use their balance skills to sit at the top before sliding down the slope. Children fill and empty containers with water. They use paintbrushes to paint the feet of small role play dinosaurs figures before using them to make marks on paper.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs and symptoms of abuse. For example, she knows that hunger, poor hygiene and appearance may reflect a child who is suffering from neglect. The childminder is also aware of other safeguarding concerns, such as female genital mutilation and risks associated with online usage. She knows what to do in the event of a concern about a child's welfare. The childminder is also aware of the procedure to follow in the event of an allegation against an adult or a child. She understands her responsibility to notify Ofsted of any significant events, to meet requirements and 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:

- develop planning for children during adult-led activities so that there is a clearer focus on how to challenge and extend children's thinking skills to fully maximise these learning opportunities
- develop further ways to help children learn about the similarities between themselves and what makes them unique to others.

Setting details

Unique reference number	321894
Local authority	Wakefield
Inspection number	10259428
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 September 2022

Information about this early years setting

The childminder registered in 1998 and lives in Normanton. She operates all year round, from 8am 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

Jane Tucker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the childminder 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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