

Childminder report

Inspection date: 10 September 2024

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 stimulating home learning environment where children are able to access a selection of resources that support their development. Children are motivated and engaged in their learning. They behave well, demonstrate positive attitudes as they play and are confident to explore the setting. The childminder works hard to create and maintain secure attachments with the children in her care, which enable children to feel safe and secure. The childminder provides consistent daily routines for babies that support their development and feelings of security.

The childminder considers activities and resources that are of interest to the children and that support their development effectively. For example, babies are given tummy time to enhance their physical development, and young children are able to draw on a light-up mark-making table that supports their literacy skills. The childminder takes time to get to know and understand the children in her care, so she knows how to help them develop and learn. She works closely with her co-childminder in order to provide the children with opportunities to learn from different experiences. Children make good progress and are ready for their next stage of learning and starting school.

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

- Children are encouraged to develop a love of books. They happily sit down and listen intently to stories. The childminder supports children's knowledge of traditional tales by using puppets and props alongside the story, for added understanding.
- The childminder builds effective partnerships with parents. She keeps parents fully informed about their child's learning, for example, through regular updates to children's development profiles. The childminder shares with parents the activities that children enjoy and the next steps in their learning. This helps parents to further support their child's development at home.
- The childminder engages with various agencies and services to seek further support for children who she has identified as requiring additional help with their learning and development. This is also done by working and collaborating with parents.
- Parents report being happy with the childminder and her setting. This is evident as several parents have chosen to place younger siblings with the childminder, maintaining consistency of care for those families.
- The daily routines are well organised and promote children's physical health and well-being effectively. The childminder's promotion of children's social and emotional development is particularly strong. For example, children are encouraged to express and talk about their feelings. They do this by selecting

emotion resources and discussing them. This helps children to understand their emotions and what they are feeling. It also helps them to self-regulate their emotions, which promotes positive behaviour.

- Children are provided with healthy meals and snacks, and are able to confidently identify their preferences of these. Children also demonstrate confidence in having discussions with unfamiliar adults as they happily chat to the inspector about their likes and dislikes. Although the childminder provides opportunities for children to develop their communication skills, she does not always build on conversations effectively enough to extend children's language further.
- The childminder demonstrates warm, supportive relationships with the children, who show affection for her. For example, when babies become frustrated and distressed, the childminder understands immediately what they want and acts on this by providing them with food or quiet time for naps.
- The childminder makes good use of professional discussions with her co-childminder to plan activities and outings for children to ensure that they develop knowledge and skills that support their learning. She uses communication effectively with her co-childminder to ensure that children's needs are met and routines are supported.

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:

- build on children's conversation skills by modelling and using words and vocabulary that extend and enhance their language skills.

Setting details

Unique reference number	321916
Local authority	Wakefield
Inspection number	10354490
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	0 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 1999 and lives in Normanton, Wakefield. She operates her childminding provision from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She works with a co-childminder. The childminder offers the government funded places for childcare, and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder showed the inspector the premises and discussed how she supports children's learning and development.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views that were previously submitted for the purpose of the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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