

Childminder report

Inspection date: 14 July 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 thrive in the childminder's well-resourced and nurturing environment. The strong bond between the childminder and children is evident. For example, toddlers know that when they need a cuddle the childminder will snuggle them in closely. They settle contentedly before being put into a cot to sleep. This shows children feel safe and secure in the childminder's home.

Children show immense pleasure at being in the outdoor environment. Older children see ladybirds on the vehicles they wish to play with. Children show care and concern as they discuss how to move the ladybirds before their play can begin. They are exceptionally careful as they pick up the vehicles and gently put the ladybirds onto the leaves of nearby trees.

Younger children delight in opportunities to develop their physical skills. They show high levels of determination and a 'can-do' attitude to their learning. For example, younger children work out to hold onto the bars of the climbing frame before lifting their legs. They resist help as they try and try again until they succeed. Children delight in the very genuine praise given by the childminder as they succeed in achieving their goals. Behaviour is excellent. Children listen and show respect for the childminder and what she has to say. Toddlers relish opportunities to join in with older children as they play. For example, they show intense concentration as they listen to older children describing the different pictures on the blocks they are using.

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

- The childminder wants children to achieve to the best of their abilities. She knows what children can do and plans for their future learning. For example, she organises her environment to ensure toddlers have space to move around to enhance their physical development. However, the childminder does not obtain precise and detailed information from parents about their children's development when they start with her, to promote their learning from the outset.
- Children are very independent and show a determination to manage their own self-care needs. They know to wash their hands before eating and after being outdoors. Children eagerly serve themselves from a variety of fruit at snack time. They automatically say 'please' and 'thank you' as they choose what they wish to eat. However, the childminder does not further support and deepen children's learning. For example, she does not explain to children why they need to wash their hands, or why they need to eat a healthy diet.
- The childminder places a high priority on developing children's communication and language skills. She knows to use strategies such as getting down to children's level and speaking slowly. The childminder uses the correct

pronunciation and links words to what children are doing as they play. For example, as children ride cars around the garden, the childminder describes the space they are moving through as a 'tight squeeze'.

- Older children show a good understanding of numbers and counting. For instance, they know their ages and how old they will be at their next birthday. The childminder encourages children to count blocks as they build and work out how many vehicles they are playing with. She further extends children's mathematical understanding and language as she introduces different shapes into their play.
- Children spend long periods at activities of their own choosing. For example, older children show their developing imagination skills as they use superhero figures to act out stories. Children give the figures different roles as they move around the space, continually developing their storyline. This helps to develop children's concentration and motivation to learn.
- Parents are very complimentary about the service the childminder provides. They speak highly of her care and commitment in supporting their children's development. Parents are complimentary about the wide range of experiences the childminder provides for their children.
- Children have many opportunities to learn about the local area. The childminder regularly takes children on outings to parks, nearby woodland areas and on nature walks. Children see different people and different places as the childminder meets regularly with other childminders. This encourages children to make friendships with children outside the childminder's home.
- The childminder teaches children many skills to prepare them to move on to the next stage in their education. For example, she supports children's developing independence skills as she gives children time and encouragement to put on their own shoes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder accesses child protection training and is aware of the correct procedure to take should there be an allegation made against her. The premises are secure. The childminder carries out daily checks of the indoor and outdoor environments to ensure that they remain safe for children to use.

What does the setting need to do to improve?

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

- gather detailed information from parents about children's development on entry

to the setting, to enable planning for children's learning from the outset

- develop children's understanding of self-care skills even further to ensure they have a good knowledge of why they need to keep themselves healthy.

Setting details

Unique reference number	321918
Local authority	Wakefield
Inspection number	10072870
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 1994 and lives in Wakefield. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Denise Charge

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 their evaluation of the setting.
- A joint observation of an activity was carried out with the childminder.
- Activities were observed during the inspection. The inspector assessed the impact that activities have on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written view and opinions of parents were taken into account during the inspection.

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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