

Childminder report

Inspection date: 11 March 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive as they build on their social and emotional skills. The childminder is patient and caring. Children mirror this behaviour well and display positive relationships between one another. For example, they champion each other with passion when achieving new goals, such as toileting, completing drawings and following care routines and boundaries. Children demonstrate an advanced understanding of their emotions. They learn to care for one another and how to be kind to others from an early age.

The childminder supports children to a high standard with their speaking and listening skills. She knows children well. The childminder uses this knowledge to tailor learning opportunities to make them personal and purposeful for all children. Children speak with confidence and display a love for books. The childminder ignites children's learning with story books and they seek books out to enjoy independently. Children enjoy bringing stories to life in the outdoors and act out characters and actions, such as pretending to go on a bear hunt.

Children benefit from the skilful teaching style of the childminder. Her level of early years expertise ensures that children make excellent progress across all areas of the early years foundation stage. The childminder's curriculum extends children's learning. Children's needs are central to how the childminder supports their learning. She tests children's knowledge and they build resilience to developing new skills. Children are enthusiastic about their learning. They transition on to school life with the skills they need to succeed.

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

- The childminder is aware of her role in supporting children to reach their optimum potential in their learning. She embeds her ambitious curriculum within the care and learning she offers children. The childminder supports children to be critical thinkers as they show understanding of what they are doing and why. Children flourish in their development.
- Children spend time within the community and meet with other childminding groups. Together, they visit fairy gardens and duck ponds, and explore large sandpits. The childminder uses these visits to help children to develop their understanding of the world. The childminder and children explore differences in others through day-to-day learning, resources, discussions, celebrations and festivals. Children develop a deep sense of belonging, showing respect for themselves and others.
- Children have positive attitudes to their learning. The childminder skilfully supports children's fine motor skills, such as by mark making, using shape sorters and completing inset puzzles. The childminder adapts her teaching to

each child's area of need. She praises young children as they display advanced mathematical knowledge of triangles. The childminder carefully corrects children when they identify some shapes incorrectly and introduces unfamiliar shapes, such as squares and spheres. Children progress on to identifying new shapes, testing their own new knowledge.

- Children show determination and control as they use manipulation skills. They control knives to spread butter onto crumpets and cut them into 'halves' or pieces of 'four'. Children enjoy their snack while having conversations around their favourite and healthy foods for their bodies and teeth. Children are equipped with excellent self-help skills through lots of practise.
- The childminder encourages children to develop their independence. She uses toothbrushing activities to encourage children to learn how to care for their teeth in a child-friendly way. Children use sponges, brushes and water to scrub marks off of printed teeth. The childminder narrates on care routines, such as toileting, handwashing and mealtimes to help children to learn how to take care of themselves and why they need to be healthy.
- The childminder reflects well on her practice and enjoys training. This ensures that her service to families and children is to a high standard. The childminder dedicates time to researching new ways of supporting children to learn and develop. She remains mindful of how to maintain a healthy work-life balance with a focus on her own well-being.
- The childminder uses her community connections well and is confident in signposting parents to outside agencies in support of their needs. She initiates communication with local schools and agencies to gain an understanding of identified areas of need within the community, such as supporting children's oral hygiene, online safety, language delays and self-help skills.
- Parent partnerships are positive. They describe the childminder as the perfect role model for children. Parents benefit from effective communication and feel like extended family members, knowing their children are happy and safe. Parents feel up to date with what their children's next steps in learning are.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	321936
Local authority	Wakefield
Inspection number	10380648
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 June 2019

Information about this early years setting

The childminder registered in 1998 and lives in 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. She provides government funded childcare.

Information about this inspection

Inspector

Jade Charlton

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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