

Childminder report

Inspection date:

8 November 2021

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 safe in the childminder's care. They have strong attachments with her and she is kind, warm and nurturing towards them. Children seek out the childminder for cuddles and to join in with their play. Children request that the childminder reads their favourite story over and over again. The childminder is animated and energetic as she reads and this helps children to develop a love of books. They eagerly join in with familiar phrases and actions from the story.

The setting is welcoming and inviting. The childminder has organised it to help children to develop across all areas of the curriculum. Children engage well and play for a long period of time at activities of their own choosing. Children work together and talk confidently. They show good communication and social skills. The childminder has high expectations for all children's learning and development. She has clear intentions for what she would like children to be able to do by the time they leave the setting. She wants children to be happy, confident, independent and enjoy learning.

Children are well behaved and learn to negotiate and share with one another. They are independent and enjoy the responsibility of carrying out small tasks. For example, children help to prepare their own snack by cutting up their fruit.

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

- The childminder observes children as they play and assesses their learning to find out what they know, understand and can do. She identifies any possible gaps in children's learning and plans activities that help to close these.
- The childminder uses children's experiences and interests as a guide when she plans activities. For example, following bonfire night, children paint and watch a video about fireworks. The childminder talks to children about their experiences and extends their vocabulary as she introduces words such as 'bang', 'pop' and 'fizz' to describe how the fireworks sound.
- Spontaneous activities are used effectively to support children's learning, particularly around the development of mathematical skills. For instance, as children work together to build a track, the childminder supports them to find different-shaped and size pieces of track to make a circuit. She helps children to develop their number awareness as they count trains and hand her two or three pieces of track.
- The support children receive for their personal development is good. The childminder teaches children to be kind and gentle towards each other and living things. Children show positive and caring attitudes in their play and towards the childminder's dogs.

- The childminder makes the most of the local area and is involved in the community. Children go for walks daily and attended various groups, including a song and story time at a local playgroup. This helps children to learn about the world around them and supports their learning well. They interact with a wide range of children and learn about similarities and differences.
- Healthy lifestyles are promoted well. Children are active and have plenty of opportunities to be outdoors in the fresh air. Children enjoy a range of home-cooked and nutritious meals and snacks. They learn about the importance of a healthy diet and the effect food has on their bodies through discussions and stories.
- Partnerships with parents are strong, overall. The childminder regularly shares children's progress with them. However, she has not fully explored how she can enhance partnerships even further and encourage parents to support their children with skills, including toilet training.
- The childminder keeps her knowledge and skills up to date through attending regular training and network meetings. She evaluates what she has learned and brings new ideas back into the setting to support children's learning and development. For example, the childminder has introduced new books and stories into her setting following suggestions made during a communication and language course she attended.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm and knows how to keep them safe. She has recently attended safeguarding training to keep her knowledge up to date. The childminder recognises when a child is at risk and knows who to contact, should she need to report any concerns. She also knows who she should contact if there is a safeguarding allegation made against her or a member of her household. The childminder carries out regular checks of her home and garden to help provide a safe environment for children. The premises are secure and well organised.

What does the setting need to do to improve?

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

- work in partnership with parents to support children's independence, including using the toilet when they are ready for this developmental stage.

Setting details

Unique reference number	321976
Local authority	Wakefield
Inspection number	10072873
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	13
Date of previous inspection	11 May 2016

Information about this early years setting

The childminder registered in 1987 and lives in Altofts. She operates Monday to Friday from 7.30am to 6pm all year round, except for family holidays and bank holidays. The childminder holds a level 3 childcare qualification. The childminder offers early funded education for four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback from parents to gather their views and opinions about the setting.

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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