

Childminder report

Inspection date: 24 September 2025

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 settle well with this nurturing and intuitive childminder. The childminder welcomes children tenderly as they arrive. Parents pass babies into her arms for a cuddle as they start the day. She has created a peaceful and homely environment where children feel safe and are valued.

The environment is calm and peaceful with few distractions. The childminder is affectionate. She talks to children about the sun and shadows on their faces as they snuggle together. The childminder sits among children so that she is available as they settle and explore. Young children stay close by, they 'check-in' and return to her lap for reassurance and affection as they play and explore. Consequently, the childminder builds close bonds with children, they feel safe and develop confidence.

The childminder promotes communication and language in her interactions. She is calm and speaks clearly. Children are vocal and lively. The childminder listens to children as they babble and practice their emerging language. She interprets their meaning and responds by repeating back phrases and words such as 'yes.' Children hear the correct pronunciation and learn to take turns as they learn about language. The childminder involves children in conversation, she asks questions such as, 'what do you think,' and children make eye contact, smile and gurgle a response. Children know she is listening and gleefully extend their interactions.

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

- The childminder is responsive to the children's changing needs. She constantly evaluates her practice and adapts to meet the needs of individual children. For example, she slows the pace so that children have more time to process information and build relationships as they settle.
- The curriculum focuses on developing the skills needed for the next stage, either nursery or school. The childminder focuses on communication and language, independence and self-care. She monitors children's progress and shares information with parents and school so that children are supported well. Children walk to school each day and are familiar with school, staff and pupils. Consequently, transitions to school are smooth.
- Children sit together to share wholesome family meals and snacks. The childminder is patient and responsive, she follows children's lead as they learn to feed themselves and wean onto solid foods. She follows guidance and works closely with parents and other professionals to manage children's food allergies and intolerances.
- The childminder takes children to visit parks and places of interest such as the library so that they can socialise with a wider group of children. The childminder

shares stories about difference, for example two clans of aliens who become friends. Children enjoy experiences and craft activities that celebrate cultural festival such as Diwali and Chinese New Year. However, there is scope for increasing children's awareness of diversity so that they learn more about the world beyond their community.

- The childminder reads out loud to children and they enjoy listening to stories. Children make choices and enjoy a variety of resources that engage and interest them. Children develop confidence and are curious learners. However, books are not consistently presented to invite children to independently handle and explore books so that they develop pre-reading skills and a love of books.
- The childminder has developed close partnerships with parents. She shares information in daily conversations and on an app. She finds out about children from parents and spends time nurturing and interacting with children as they settle. She observes children to identify their needs and interests so that she can plan possible next steps in learning.
- Parents say that the childminder offers high quality care. They say that she nurtures children so that they have a sense of belonging and that they make close friendships with other children. Parents say that children are making great progress especially in language and communication. Parents particularly appreciate the 'excellent communication,' regular updates and reassurance she offers to them.
- The childminder networks with other childminders and professionals to support children and access information for children with special educational needs and/or disabilities (SEND). This has a positive impact on the provision for children.

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:

- explore ways to broaden children's awareness of diversity to help children to learn more about different people and communities
- review and improve children's access to books to further support their pre-reading skills, enjoyment and interest in books and stories.

Setting details

Unique reference number	322001
Local authority	Wakefield
Inspection number	10408351
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 January 2020

Information about this early years setting

The childminder registered in 1993 and lives in Netherton, Wakefield. She operates all year except for bank holidays and family holidays. She offers before and after school care Monday to Friday. She offers holiday care and care for early years children from 7am to 4pm on Tuesdays, Wednesdays and Thursdays. She holds an appropriate qualification at level 3. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used and explained how her setting is organised.
- The childminder and inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between children and adults.
- Parents shared their views of the setting 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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