

Childminder report

Inspection date: 30 May 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

Children feel very settled and happy in this lovely home-from-home childminding setting. The setting is well organised, and the environment is calm and welcoming. Children develop strong bonds with this caring childminder who puts children's well-being first. For example, babies snuggle up with her and stroke her arm as she gently reads and sings to them. They seek her out for reassurance when trying new things.

The childminder has high ambitions for the children in her care. She makes accurate assessments of the children's development. She uses these assessments to create learning programs that help children build on what they already know and can do. She shares these plans with parents. This keeps parents well informed about how their children are progressing. She also shares ideas and strategies with parents about how to help their children learn and make progress at home.

The childminder acts as a very good role model. Children mirror her behaviour in their play. For example, they demonstrate kindness as they offer to share tools and take turns. The childminder provides children with lots of praise and encouragement. This helps children to develop positive attitudes to learning and support their future development.

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

- Children are supported to become independent learners. They chop their own fruit for snack and scoop their own compost into plant pots. They are encouraged to persist and try things in different ways. Children are becoming independent learners. They are developing confidence and problem-solving skills by doing things by themselves.
- The childminder encourages children to learn about the world in which they live. For example, children plant seeds and discuss where milk and eggs come from. They learn to care for pets and understand that it is important to be kind to other creatures.
- The childminder regularly counts aloud to babies. They count the pieces of banana on their plates at snack time and count the chicks and pigs in the story of 'Old McDonald's Farm'. She describes things according to their size and shape. Children are supported to recognise early patterns by sorting pictures into their different colour groups. These activities support children's mathematical understanding.
- Children have plenty of opportunities to develop their large muscles. For example, they visit many different play parks and enjoy soft-play activities. These activities support children to develop positive attitudes to exercise and being physically active.

- Children are supported well to develop their language and communication skills. The childminder describes what she is doing and repeats words back to the children clearly. She listens to the sounds babies make and gives them time to process her words. Children are learning to be confident communicators and that their voices are listened to.
- The childminder has a wide range of books and reads regularly to children. Babies listen carefully to stories. They point to illustrations in the story and match them with felt animals. Children find out about different cultures and festivals by reading information books. Children are developing a love of reading.
- The childminder makes accurate assessments of children's development and progress. She shares this information with their new schools. However, she has not established meaningful partnerships or good systems for information-sharing with the other settings children attend. This means that there is not a joined-up approach between settings to fully support children's development and progress further.
- The childminder evaluates her service regularly. She includes parents in these evaluations and knows where she wants to make improvements. However, she has not yet fully implemented her plans for further professional development. This means that her interactions with children are not yet of the highest quality.
- Parents are very happy with the care and attention their children receive from the supportive childminder. They report that they are regularly kept up to date about their children's progress and development. They appreciate the experiences the childminder plans for their children. They describe the childminder as an extension of their own family.

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:

- develop ways to extend partnerships and share information with the other settings children attend
- implement improvement plans for professional development fully to raise the quality of interactions with children to a higher level.

Setting details

Unique reference number	322002
Local authority	Wakefield
Inspection number	10339143
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 5
Total number of places	3
Number of children on roll	4
Date of previous inspection	2 July 2018

Information about this early years setting

The childminder registered in 1996 and lives in Crofton, near Wakefield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays. She has a childcare qualification at level 3.

Information about this inspection

Inspector

Clare Bligh

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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