

Childminder report

Inspection date: 10 January 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 are happy and settled in this setting. The childminder is warm, kind and caring. She gives children her full attention and supervises them well. This helps children to feel secure, safe and settled. Children are confident, for example, they happily show toys to the inspector and chat to her. The childminder provides a curriculum which helps all children to make progress, especially in their communication and social skills. Parents are very pleased with the skills the childminder helps their children to achieve.

The childminder encourages children to make choices about what they want to play with. She provides resources which interest children. This helps children to be engaged in their learning. Children engage in role play, demonstrating their growing imaginations. For instance, they pretend to do the childminder's hair at the hairdressers and make drinks for her.

Children have high levels of self-esteem. They try hard and proudly exclaim, 'I've done it', when they fix pieces of a toy together. The childminder has clear expectations for children's behaviour. She teaches children to share and take turns. Children behave well and listen to the childminder's instructions, such as when it is time to tidy up. All children happily work together to put their toys back in the box. Older children are considerate and helpful to younger children. For instance, they get their comfort items out of their bags for them.

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

- The childminder knows what she wants children to learn. She generally plans activities which are appropriate for the children's stage of development. However, the childminder does not consistently take account of individual children's next steps in learning during some activities, especially for younger children. This means that, at times, some children are not fully involved in activities.
- The childminder follows children's routines from home. She makes sure that their comforters are available to help them to settle. Children have lovely attachments with the childminder. They happily climb onto her knee and spontaneously cuddle her.
- The childminder promotes children's speech and language well. Older children are good and confident communicators. The childminder extends their conversations and talks to them as they play. She introduces new vocabulary, such as 'stethoscope'. Children engage in lively conversations with the childminder and each other.
- The childminder incorporates mathematics into children's play. Children count and recognise different coloured cups during their pretend tea parties. The

childminder encourages them to count different objects in books.

- The childminder follows good hygiene routines. For example, she washes her hands between changing children's nappies. Children independently access their drinks. The childminder provides healthy meals and snacks for children. She makes sure that children have regular opportunities to be outside in the fresh air.
- The childminder is an effective storyteller. She adapts her voice to hold children's interest in stories. Younger children learn to turn the pages in books and point at their favourite characters. Older children confidently re-tell their favourite stories and talk about books. Children enjoy cuddling up to the childminder and listen attentively to her read.
- At times, the childminder does not consistently encourage younger children to do things for themselves to develop their self-care skills. For instance, she wipes children's noses without encouraging them to have a go themselves. In addition, the childminder has not considered some children's seating positions at mealtimes to enable them to practise feeding themselves.
- Children are keen to have a go and explore during activities. Younger children investigate cause-and-effect toys and touch different textures in books. Older children demonstrate good levels of concentration when they play.
- The childminder has experience of working with children with special educational needs and/or disabilities. She recognises the importance of working with other professionals, such as health visitors and speech and language therapists, if she identifies gaps in children's development.
- The childminder attends statutory training, such as first aid and safeguarding. However, the childminder recognises she has not focused her professional development on enhancing her practice to a higher level.
- The childminder communicates with parents effectively. She regularly shares information about children's activities. Parents are positive about the care that their children receive. They comment that their children look forward to coming to the childminder's setting and make good progress.

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:

- think more carefully about how to promote individual children's next steps in learning during activities
- promote younger children's self-care skills and independence more consistently
- focus professional development on enhancing practice and the quality of

education to a higher level.

Setting details

Unique reference number	322003
Local authority	Wakefield
Inspection number	10304812
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	11
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder has been operating since 1991 and lives in Ackworth, Pontefract. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Melanie Vincent

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 her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss how the childminder supports children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning during activities with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views 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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