

Childminder report

Inspection date:

22 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder is friendly and welcoming. Children form positive relationships with her. They enjoy spontaneous cuddles with the childminder. This supports children's emotional well-being effectively. Children behave extremely well and have lovely manners. Regular praise supports good behaviour and sustained attention during activities. This also supports their confidence and self-esteem. Children are enthusiastic and motivated in their play. For example, they are keen to join in with singing familiar rhymes and songs. Children choose instruments to shake, such as maracas. Younger children practise their emerging physical skills. For instance, the childminder encourages them to pull themselves into a standing position and hold onto her.

The childminder has a positive relationship with children and plans activities that she feels they will enjoy. She organises outings such as trips to feed the ducks and regularly meets other childminders and children. This helps to improve children's confidence and social skills. The childminder sets high learning expectations. Activities are tailored to children's interests, such as investigating pretend minibeasts. The childminder skilfully uses this opportunity to support children's mathematical skills. They excitedly count the minibeasts and learn how many legs they have. Children learn new words such as dragonfly, ladybird and beetle. The childminder extends children's learning further by explaining to them that bees make honey. Children are intrigued. They demonstrate a positive attitude towards learning.

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

- The childminder's curriculum is designed to be age-appropriate, focusing on supporting children's next steps in their development. For example, through careful observations, she recognises when children are ready to develop their mathematics skills even more. They learn to recognise shapes and to count higher.
- The childminder supports children's communication skills well. She reads stories to children and asks questions to keep them involved. Children enjoy choosing books to look at. They listen intently as the childminder reads to them. The childminder encourages children to join in with familiar phrases. These experiences help to build children's listening and early literacy skills and develop their love of books.
- The childminder adopts a gentle approach to settling in and works with the child and parents to accommodate their needs. She builds positive relationships with everyone involved.
- Parents' feedback is very positive. They recognise how the childminder offers 'a warm and welcoming home' and they feel that she is 'reliable' and provides

'good communication'. The childminder offers support and advice to parents if there are any concerns that children may not be reaching their developmental milestones. She also makes suggestions about how parents can support their children's learning at home.

- Children are motivated to learn. For instance, they practise their early writing skills and use resources such as pencils to make marks. The childminder also teaches children how to keep themselves safe. For example, they learn about road safety when out in the local area.
- The childminder supports children's independence well overall. For example, children learn to wash their hands independently and how to change into their uniform for pre-school. However, at times, the childminder carries out simple tasks for children. As a result, they do not become as independent as they could be. Nonetheless, children learn key skills in readiness for their eventual move on to nursery or school.
- The childminder develops effective links with other settings children attend. She shares children's progress information and bases her curriculum around similar themes children are learning, such as recognising numerals. This collaborative approach ensures children have a smooth transition for their eventual move on to school.
- Children experience opportunities to learn about healthy lifestyles. For example, they benefit from healthy snacks and meals. There are daily opportunities for children to enjoy fresh air and exercise. The childminder teaches children how to care for their teeth and how to maintain good oral health.
- The childminder attends mandatory training, such as safeguarding and first aid. This keeps her knowledge of how to keep children safe up to date. However, she does not prioritise her professional development to enhance her practice. This reduces opportunities to further enhance children's learning.

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:

- maximise opportunities for older children to develop their independence skills
- undertake further training and professional development to enhance knowledge and skills to improve outcomes for children.

Setting details

Unique reference number	EY100245
Local authority	Wakefield
Inspection number	10407375
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	0 to 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in Wakefield. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers government-funded childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector observed an activity and evaluated this with the childminder.

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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