

Childminder report

Inspection date:

13 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children clearly benefit from the close bond and caring relationship that exists between them and the childminder. Children develop the skills to recognise possible dangers and use tools, such as knives and scissors, correctly. For example, at lunchtime, they skilfully use metal knives to slice the sandwiches they have made. They look to see which is the sharp side, and explain that they need to keep their fingers out of the way. Children are intrigued when they are shown bees nesting in the lawn. The childminder explains that the barrier is there to help protect the bees from getting angry and the children from being stung.

Children are very confident communicators. They ask the inspector to watch them as they show off their skills in stretching and jumping. When asked if they can hop on one leg, they proudly show that they can. Children love books and listening to their favourite stories. The childminder uses this passion to full advantage. Following a story about 'Jack and the Beanstalk', children make and decorate their own beanstalks from a variety of materials. The childminder challenges them to see how high a beanstalk tower they can make. They go on to plant beans and learn how to care for them. Children also plant and tend carrots, peppers and tomatoes. Once these are ready, children pick, wash and prepare them to eat in their meals and snacks.

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

- The childminder discusses the children and her curriculum with confidence. She is precise in her knowledge of what children need to learn next. This is because one of her priorities is to get to know each child as an individual. The childminder makes excellent use of this knowledge to help children reach their full potential.
- The childminder understands children's individual personalities and traits. She has put a lot of thought and effort into providing a learning environment that children find highly stimulating. She enhances this by taking children on regular trips outside their immediate home environment, such as to historical places of interest and large parks. This helps children to understand that there is a wider world outside their home.
- Children are extremely well motivated by the childminder, who has high expectations of them all. As a result, they are challenged through activities that are aimed at maximising their learning. Children are consistently high achievers and are exceptionally well prepared for school.
- Children's behaviour is exemplary, and they understand there are rules and boundaries in place. Those who sometimes struggle with this do the very best they can, with sensitive support from the childminder.
- Children are polite, take turns and share. During snack time, they patiently wait

to make their choices. Children's sense of responsibility is promoted well. They readily take on small tasks, such as selecting plates and cutlery for lunch.

- Older children arrive from school. They walk into the play area, say a confident 'hello' to everyone and are immediately included. The childminder asks what kind of day they have had at school. Children show they have the social skills they need to become good members of the community. They listen to what the older children have to say, and then invite them to play.
- The childminder asks children who are changing from uniforms, to go into another area. She explains this is because they have a visitor, and undressing should be done in private. This is one way the childminder helps children to understand how to keep themselves safe.
- The childminder is a very confident teacher. She is genuinely interested in what children are doing and extends their learning without them realising. For example, children decide to make a train out of chairs. She asks if there is enough room. Children realise they need to make more space. When asked where they are going, children reply, 'Spain'. The conversation continues as they discuss distance, time and weather.
- The childminder has highly effective working partnerships with parents and other settings, including local schools. The strategies she has put in place ensure an excellent exchange of valuable information. This enables the childminder to plan precisely for the exact care and learning that children need.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare is given the utmost priority. The childminder knows precisely what to do if she has concerns about a child. She is extremely confident in her knowledge of possible signs and symptoms of abuse and neglect. The childminder attends regular training on safeguarding, including the 'Prevent' duty. The childminder speaks confidently about extremism, radicalisation, the grooming of children and county lines. Parents are provided with comprehensive information about her role and responsibilities. The childminder is committed to her professional development. She continues to identify and complete training to sustain the excellent service she provides. No one can enter or leave the home unnoticed.

Setting details

Unique reference number	EY244971
Local authority	Wakefield
Inspection number	10117341
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Ackworth, near Pontefract. She operates all year round, from 7am to 5pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

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 provider.
- The inspector observed the quality of education during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The childminder discussed planned activities with the inspector and discussed the quality of education.
- The inspector looked at relevant documentation and evidence of the suitability of household members.
- The inspector spoke with children and took account of parents' views.

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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