

Childminder report

Inspection date: 20 February 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 safe in this homely setting. They have formed good bonds with the childminder. Children show they feel comfortable. They confidently talk to the inspector and proudly show her pictures they have made.

The childminder plans a range of well-thought-out, exciting and challenging activities to support children's next steps in learning. Opportunities to develop children's skills across the various areas of learning are skilfully woven into the activities offered. For example, children are challenged to build a farm for a farmer. They are skilfully guided to think about the resources and materials they will need to make fields. Children take turns to roll a dice to establish how many animals need to be in each field. Discussions between the childminder and children help them to understand where food comes from. Children quickly become highly immersed in their learning. This helps them to make good progress.

Children behave exceptionally well. The childminder has rules and boundaries in place and acts as a good role model. She encourages children to tidy up before getting additional resources out. Children are happy to help tidy up once they have finished playing with something and have high levels of respect for the resources.

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

- The childminder uses a good range of language as children play. She develops children's vocabulary and introduces them to words which they may not have heard before. The childminder takes time to explain what these words mean. For example, she talks about the crops and what 'harvesting' means.
- Parents are happy with the care and education their children receive. Parents say they would recommend the childminder to other parents. Parents praise the regular feedback they receive. They comment on how much they love the photos the childminder shares with them. The childminder shares information about her intentions for children's learning when children start. She sends regular newsletters to parents. This further supports the link between the childminder and home learning.
- The childminder's strong focus on developing children's communication and language, their personal, social and emotional development and their physical skills helps to lay the foundations for success when children move on to school. Careful checks on children's knowledge and skills in these areas ensure that the childminder provides activities that are well matched to children's next steps. However, in some other areas of learning, such as mathematics and literacy, checks on children's skills and knowledge are less well developed. This hampers the childminder's ability to plan effectively for extending children's learning even further.

- Children enjoy listening to stories. The childminder reads a range of stories enthusiastically to capture children's imagination. They listen carefully and predict what might happen next. This supports children's early literacy skills and helps to develop a love of reading at an early age.
- The childminder demonstrates a genuine enjoyment of her work. She evaluates her practice and gathers feedback from parents. The childminder uses this information to reflect on her practice and make improvements. The childminder undertakes a range of courses to keep her knowledge and skills relevant and up to date.
- The childminder provides a safe environment for the children and carries out regular risk assessments. Children learn how to keep safe in the home and what to do in case of an emergency. The childminder understands the importance of keeping children safe online. However, opportunities to provide children and their parents with information about how to do so are overlooked.
- The childminder ensures that children learn how to take turns and have respect for each other. They independently work together to complete a jigsaw. They are immensely proud when they have finished.
- Children learn to keep themselves healthy and follow good hygiene routines. They wash their hands before meals and snacks. Children have a packed lunch from home, and the childminder endeavours to ensure that parents provide a healthy lunch. She plans activities to support children to understand what is healthy and how to take care of their teeth.
- The childminder ensures that her practice is inclusive and provides effective support for children who speak English as an additional language. The childminder plans a range of activities to support children's understanding of a wide range of cultures and celebrations. Children have recently learned about Chinese New Year.

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:

- strengthen assessments and planning to ensure that there is a clear focus on all areas of learning to help children make even better progress
- develop opportunities to provide children and parents with information about how to keep safe online.

Setting details

Unique reference number	EY254526
Local authority	Wakefield
Inspection number	10312178
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	4
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2003 and lives in Castleford, West Yorkshire. She operates all year round from 8am to 3pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Whiting

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector obtained written feedback from parents.

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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