

Childminder report

Inspection date: 1 September 2023

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

What is it like to attend this early years setting?

The provision is good

Children have close bonds with the childminder, which helps them to feel safe, confident and secure. Children are motivated and eager to learn, explore and try new experiences. From their initial starting points, children make good progress. The childminder makes sure that children have the necessary skills needed for smooth transitions to school. The childminder has a good knowledge of each child's capabilities and provides challenging experiences for all to build on their prior knowledge and skills.

Children enjoy regular outings. They go to the local library and enjoy being outdoors, where they learn more about the natural world. They plant tomatoes and learn how to care for plants and what they need to grow. A love of books is actively encouraged by the childminder. Children show great interest and take great enjoyment in sharing books with the childminder.

Clear and consistent boundaries help children to learn more about expected behaviours. From a young age, children are encouraged to share, take turns and be aware of the feelings of others, as well as their own. The childminder supports children to become more self-aware and independent and actively encourages children to have a go first themselves before offering support. This approach actively encourages children to persevere on tasks and encourages them to adopt a 'can-do' attitude.

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

- The childminder ensures that she plans in opportunities to allow children to practise and hone their skills. Her curriculum is well thought out, and she understands where the focus needs to be next to help children deepen their knowledge and understanding.
- There is a strong emphasis on children's communication and language, and the childminder frequently recalls experiences with the children. She uses photo books to support this, and children talk confidently about when they cared for caterpillars. They explain how they cared for them until they grew into butterflies and they released them. They recall that they gave them fruit, and they make connections with butterflies in the story they are sharing with the childminder. At times, during conversations with the childminder, children are not always given sufficient opportunity to process information and respond to questions in their own time.
- Children use lots of positional language in their play and talk through what they are doing as they place the different characters 'at the top of the slide to go down to the bottom'. Children love to count and enjoy putting pieces of a rocket in numerical order from one to five. They are able to recognise numbers at

random from one to five and identify that there are 'two twos'. The childminder understands sequencing of learning and explains how she tries to focus on smaller numbers from one to five first. This helps to ensure that children are secure in this knowledge before moving on to bigger numbers. However, she has not considered introducing children to the concept that zero is nothing but is a number that comes before one and represents an empty quantity.

- Children have lots of opportunities to refine their physical skills, both indoors and outdoors. Physical challenges help them to coordinate their bodies in a range of ways as they climb and use tools for a range of purposes. The childminder builds in opportunities for children to develop their hand strength as she recognises the importance of this for later years when children start to write. They use scissors to cut basil to add to pasta dishes for lunch, and they squeeze lemons. They problem-solve and realise that if they use two hands instead of one hand it becomes easier to squeeze out the juice into the tray below.
- The childminder is committed to updating her knowledge and continues to develop her practice. Since the last inspection, she has completed various training courses, including recent training on behaviour management and supporting the development of children's self-regulation skills.
- A regular two-way flow of information between parents and the childminder helps to ensure that partnerships with parents are effective. Parents report that they can see the good progress their children are making. Parents describe how supportive the childminder is in explaining to them how they can best support their child in their learning journey. Parents value this information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may suggest a child is at risk of harm. She has a good knowledge of how to report concerns about children's welfare. She recognises the importance of making timely referrals to provide support for children and families. The childminder knows what to do if a safeguarding allegation is made against her or a member of the household. The childminder allows children to take measured risks and to test their capabilities as they climb on the climbing wall and develop their strength and coordination. She explains to them how to stay safe and what to consider.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure a consistent approach in allowing children time to process information and respond to questions in their own time
- introduce children to the concept of nothing or zero to help them gain a better understanding of number and quantity.

Setting details

Unique reference number	EY254589
Local authority	Wakefield
Inspection number	10254132
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 August 2022

Information about this early years setting

The childminder registered in 2003 and lives in Ossett, near Wakefield. She operates her provision all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Annette Stanger

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder of story time.
- The inspector took account of the views of parents through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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