

Childminder report

Inspection date: 1 September 2025

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

The childminder demonstrates a nurturing approach to caring for children. She gets to know all children and their families very well. Children gravitate towards the childminder. They form good attachments with her. Children approach the childminder to have their needs met. The childminder picks children up and places them on her knee. Children snuggle in for cuddles. The childminder is responsive to children's needs. Children are comfortable in her presence and like to be around her. They demonstrate positive attitudes to their learning. Children patiently wait for their turn in activities. They listen to the childminder providing clear instructions. They learn to share resources. Children follow the childminder's simple instructions when she provides guidance on how to pour a drink. From a young age, children learn the expectations for their behaviour in the setting. Their behaviour is good.

The curriculum is ambitious. Children have exciting opportunities to explore their surroundings. They excitedly recall their trips to the library, garden centre and toddler group. The childminder uses these outings to help children to develop their social skills, knowledge of the world and a love for books. She takes children to the opticians and teaches them why some people wear glasses. The childminder teaches children about people of different race and cultures. This helps children learn about people and communities that may be different to their own. The childminder celebrates different festivals and celebrations. The curriculum empowers children with knowledge that they need to succeed. Children make good progress in their learning.

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

- Children develop a good understanding of mathematics. For example, they build with a selection of resources. The childminder teaches children about shape, height and size. Children learn about the order of numbers. However, next steps can sometimes be to challenging for children around Mathematics. The childminder does not have a good understanding on how to sequence the mathematical curriculum wider. This results in children not always understanding number recognition before they progress to learning higher numbers.
- Children show deep concentration during activities. The childminder encourages children to develop their imagination as they role play with food. The childminder introduces children to different foods and utensils. Children learn to take turns as they use a till and purchase food. They develop their problem-solving skills as they pack food into baskets.
- The childminder creates lots of opportunities for children to embed their language skills. Children joyfully sing songs that the childminder has previously

taught them. The childminder misses words out to encourage children to fill in the gaps. Children develop their memories. They demonstrate their knowledge as they recall parts of a song. The childminder engages in children's play and asks them thought provoking questions. For instance when children role play hairdressers, the childminder introduces new words such as blow dry, straighteners and customer. Children make good progress.

- Children develop their hand muscles as they mould and cut playdough. The childminder teaches them how to use scissors safely. Children make marks using crayons. The childminder encourages children to create 3D drawings. When children struggle. The childminder provides hand over hand guidance and support. Children persevere and show pride in their achievements.
- Children develop their large muscles as they jump on stepping stones that have instructions on. The childminder reads out the instructions, for instance 'do three star jumps', 'do a roly poly'. Children excitedly follow the instructions. On completion children eagerly move onto another stepping stone. Furthermore, the childminder takes children to the park, where they use large climbing equipment. Children strengthen their large muscles and learn how to manage risks.
- The childminder teaches children about their feelings and emotions. Children are encouraged to choose picture cards with different faces and emotions on. The childminder engages in conversation labelling her own feelings. She skilfully encourages children to discuss their feelings. The childminder talks about happy, sad, angry and confused. Children are learning about their emotions and those of others.
- The childminder communicates effectively with parents and shares information about their children's overall progress. Parents value the suggestions and ideas provided that help them to extend their child's learning at home. Parents report they particularly like the individual children's journals. Parents are involved in their child's learning.
- The childminder has knowledge of children's development. This enables her to identify if children are meeting their development milestones. However, the childminder does not prioritise her professional development strongly enough around SEND. Resulting in the childminder not having knowledge on strategies or the referral process to support children with emerging SEND needs and request support from external agencies.

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:

- focus next steps more precisely by extending children's mathematical concepts to include embedding early number work and number recognition
- focus on extending knowledge on identifying and supporting children with SEND to enhance the teaching of the curriculum even further.

Setting details

Unique reference number	EY284429
Local authority	Wakefield
Inspection number	10392826
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 September 2019

Information about this early years setting

The childminder registered in 2004 and lives in Ackworth, on the outskirts of Pontefract, West Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jackie Ward

Inspection activities

- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- Children communicated with 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.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about her knowledge and how she identifies children with SEND.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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