

Childminder report

Inspection date: 30 August 2023

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 friendly and nurturing childminder provides a homely environment, where children feel happy and safe. The childminder is calm and reassuring with the children. Children develop a strong bond with the childminder. For example, when they become unsettled because they have cornflour mix on their hands, the childminder is quick to offer them reassurance. Children react positively to this and gain confidence in their own abilities.

The childminder implements a child-led and ambitious curriculum that caters to all children in her care. She has a good understanding of the areas of learning and considers children's individual needs when planning experiences. For example, children learn to explore new textures and tastes as they play with 'gloop' and fruit in a 'taste-safe' tray. This supports children to make the best possible progress in their learning and development.

Children behave very well. The childminder has high expectations for their behaviour. Children understand these expectations well because the childminder is a good role model to them. For example, she gently reminds children to use their good manners and helps younger children learn to take turns in play. Children receive lots of praise and encouragement from the childminder, which helps to develop their confidence and self-esteem.

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

- Partnerships with parents are a strength of the setting. Parents talk positively about the childminder's friendly approach and caring nature. They comment on how they value the online information and daily conversations they receive about their child's learning. The childminder offers parents ideas and suggestions about how they can support their children's learning at home.
- Children enjoy a range of outings that the childminder plans for them. They enjoy daily fresh air and exercise. For example, the childminder takes children on regular outings to the local parks, woodlands and farm shops. However, the childminder does not make the most of her outdoor garden area to promote exploration and investigation, to extend their learning further.
- The childminder gets to know the children and their families when they first start. She gathers detailed information from parents about children's likes and dislikes. The childminder uses this information to provide experiences that engage children in their learning. For example, children enjoy using their hands to dig for fossils and shells in the sand tray. This helps children to make good progress and move on to their next steps in learning.
- Overall, the childminder supports children's independence skills well. Children follow their interests and make choices about what they want to play with next.

The childminder identifies when children would prefer to play independently to explore their own ideas. However, she does not consistently make the most of opportunities to support independence in children's self-care skills, for example teaching children to drink from open-top cups and washing their own hands.

- The childminder has systems in place to identify any emerging needs in children's development. For example, progress checks for children at age two are completed effectively. The childminder has sensitive discussions with parents to ensure that children receive the right support when they need it. In addition, the childminder supports parents to make referrals to other agencies where necessary.
- The childminder reflects on her practice and has a strong commitment to her ongoing professional development. She focuses on expanding her skills and knowledge through a variety of online training courses. For example, the childminder has recently enrolled on the Department for Education's professional development training programme.
- Overall, children's communication and language development is well supported. The childminder consistently introduces new vocabulary and models the correct pronunciation of words. For example, she teaches new words, such as 'driftwood' and 'fossils'. Children happily repeat these words to show their understanding. However, children are not always given enough time to process their thoughts and answer questions or follow instructions asked of them.
- Children learn how to keep themselves healthy and well. They enjoy being active and eat a healthy and balanced diet at the childminder's setting. The childminder talks to children about healthy foods during planned activities. This helps children to understand about making healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the indicators of abuse and knows how to report concerns in line with local safeguarding procedures. She knows the signs and symptoms of abuse, including female genital mutilation, domestic abuse and radicalisation or extremism. The childminder knows the procedure to follow should she receive an allegation of abuse or be worried about other adults working with children. The childminder keeps up to date with safeguarding practice by completing regular online training and through her partnership with her local authority. The childminder keeps accurate attendance records so that it is clear which children are present at any time. Children are well supervised.

What does the setting need to do to improve?

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

- make better use of the outdoor space to inspire children and extend

opportunities for them to explore and investigate

- build on the support for children's personal development to encourage greater independence with their self-care skills
- allow children time to speak and answer questions to further develop their language and communication skills.

Setting details

Unique reference number	EY286251
Local authority	Wakefield
Inspection number	10301357
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 January 2018

Information about this early years setting

The childminder registered in 2004 and lives in Pontefract. The childminder operates all year round, from 8am to 6pm, Monday to Thursday, and 8am to 5pm on a Friday, except for bank holidays and family holidays. She works with an assistant and co-childminder. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Jennifer Cowton

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 her childminder.
- The childminder and the inspector carried out a joint observation.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder's setting with the inspector.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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