

Childminder report

Inspection date: 22 March 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

Children thoroughly enjoy their time in the home of this friendly, nurturing childminder. This is evident through their happy smiles and chatter as they play and explore. Children have a close bond with the childminder, which helps to build their self-confidence and social skills. When children first join, the childminder takes care to build a relationship with their families. Parents are given the opportunity to discuss their child's personal care needs, stages of development and how the childminder can help them further. This helps children to settle in well and make good progress from their starting points in learning. For example, the childminder helps babies to develop their speech skills, progressing from babbling to using clear single words.

Children play and learn in a calm and supportive environment. They happily follow the routines and behavioural expectations. This allows children to fully access the range of learning experiences which the childminder provides. Older children understand the house rules, such as to be helpful. They state that they feel safe and happy in the childminder's home. Children learn how to be kind to animals and how to ensure that they keep themselves safe around them, for instance when petting the family cat.

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

- The childminder knows children well. For example, she identifies children's interest in animals and provides them with a range of books about animals. She helps children to recognise and name the different animals, as well as have a go at making the different animal noises. Children's progress and confidence in speech is evident as they join in with the childminder.
- Children's development is stimulated. For example, the childminder provides a range of objects made from different textures and materials to support babies in their exploration of the world around them. However, she recognises that at times she can provide too much support for children when they are first presented with a new experience. The childminder begins to teach children new skills before fully assessing their specific learning needs. As a result, children do not consistently have time to explore and develop their thinking further.
- Children show confidence and a willingness to engage with others around them. For example, when they choose a puzzle from the selection of toys available, they look to the childminder for help. The childminder responds with warmth and encouragement. She ensures that all the pieces are available so that children can complete the task and celebrate their success together.
- The childminder teaches children how to keep their bodies healthy. For instance, she provides healthy snacks and meals, which include fruit and vegetables. The childminder promotes children's oral health. Babies are provided with their own

toothbrushes to explore with. Older children who attend during the school holidays are invited to bring their toothbrush with them.

- The childminder prioritises children's personal needs. For example, when babies verbally communicate their hunger saying, 'More, more', the childminder swiftly provides lunch. She routinely changes children's nappies and when babies show signs of tiredness, they are helped to settle down to sleep. This helps children to feel safe and well cared for in the childminder's home.
- The childminder has a reflective approach to her practice and confidently discusses strengths and areas to develop. She has plans to develop the garden so that children can use this area to develop their physical skills. Currently, she uses local areas, such as the park and the woods at the bottom of the garden to provide outdoor experiences for children.
- Relationships with parents and other professionals are strong. Parents praise the good communication and enjoy receiving regular updates about their children's progress. They describe the childminder as approachable, and feel confident that their children are happy and receive high quality care. Parents describe their children as stretching their arms out to greet the childminder when they are dropped off and are confident to leaving them.
- With parents' permission, the childminder works with other professionals, including the local school. This ensures that relevant information regarding children's progress is shared. This is particularly beneficial for children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge and understanding of child protection and safeguarding. She has a secure understanding of the different types of abuse and of the signs that could indicate a child is at risk of harm. The childminder fully understands the procedures to follow in the event of a safeguarding concern. She uses risk assessments when taking children off the premises. The childminder makes daily checks around her home and car to ensure that children are always safe. She holds a paediatric first-aid qualification and has appropriate insurance.

What does the setting need to do to improve?

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

- build on the good teaching skills to encourage children's independent exploring and thinking even further.

Setting details

Unique reference number	EY296232
Local authority	Wakefield
Inspection number	10234880
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 March 2017

Information about this early years setting

The childminder registered in 2003 and lives in Ossett, Wakefield. She operates her service all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dani Taylor

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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector viewed written feedback from older children who attend the setting.
- 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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