

Childminder report

Inspection date: 30 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

The childminder works alongside her co-childminder to ensure that children are calm and happy as they play with the toys and resources in their home. She interacts warmly with children and is tuned into their needs. For example, the childminder snuggles down to read a story when children are getting tired and in need of comfort. She models how to play appropriately and intervenes sensitively when children need some support to share or take turns. This teaches children that their needs are important. The childminder helps children to use breathing techniques regularly. This helps children learn to self-regulate and to understand what calm and relaxed feels like. Children use these techniques before story time. As a result, they become settled and ready to listen and join in with the story.

Parents report that the co-childminders are like 'an extension of their family'. They praise the way in which children's individual needs are accommodated. Parents are very happy with the communication which they receive about their children's development. This holistic approach means that children's needs are prioritised and they make good progress from their starting points in development. The childminder is thorough in her approach to safeguarding. She has secure procedures in place to ensure that children's safety is considered at all times. Children's behaviour in the setting is very positive, including the older children who attend before and after school. This ensures that all children feel safe as they play and learn.

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

- The curriculum is based upon children's developmental needs, as well as their personal interests and fascinations. This means that children are interested and absorbed in their learning and development. For example, the childminder provides shape puzzles to help children to develop their mathematical knowledge. Children are drawn to the puzzles and return to this activity regularly throughout the day.
- The outdoor space is used to support a wide range of children's learning, including growing plants and hunting for insects. This supports children's ongoing knowledge of the world. Children develop their physical skills and sense of space as they navigate around the area on bicycles and scooters.
- The childminder is adept at observing children's interests and uses these to inform her planning. However, she does not always consider the developmental stages of all children who take part in pre-planned activities. The childminder would like to develop her practice in order to be more spontaneous in supporting the needs of children, as and when the opportunity arises.
- The childminder uses local venues and groups to support children's development in different areas. For instance, children visit soft-play centres. This helps

children to improve their physical skills, as well as build up their social skills and confidence.

- The childminder recognises the value of stories and songs to support children's communication and language. Children visit a local story group, where they develop firm friendships and their early literacy skills.
- Although the childminder is keen to promote children's knowledge and understanding of mathematics, she does not always correct children's misconceptions relating to their mathematical vocabulary. For example, when children refer to squares as 'cubes'.
- Older children, who attend before and after school, state that they feel safe and happy in the setting. They enjoy playing with their friends and say there is plenty to do and play with. Younger children enjoy spending time with the older children, who take time to play with them. For example, they help toddlers to build tall towers with construction blocks.
- The childminder is a reflective practitioner and is enthusiastic in developing her practice. She has completed a special educational needs coordinator qualification and is currently enrolled on an additional professional development programme. This has enabled her to refine and develop her skills.
- The childminder has strong organisational skills and manages the setting well. She ensures that the setting runs smoothly, including maintaining good communication with her co-childminder and assistant. This helps children to play and learn in a calm, orderly environment and that all adults are able to help with children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very thorough understanding of safeguarding and child protection. She fully understands her responsibility to keep children safe. The childminder ensures this through daily safety checks and risk assessments. She ensures that road safety procedures are in place for outings, including when walking with children on the school run. The childminder is sharply aware of all categories of abuse. She has a detailed understanding of her role in responding to concerns about children or adults. The childminder holds a paediatric first-aid qualification and ensures that the first-aid kit is maintained.

What does the setting need to do to improve?

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

- develop planned activities further to support children even more effectively in their next steps in learning
- use mathematical vocabulary to strengthen children's knowledge of mathematics even further.

Setting details

Unique reference number	EY319237
Local authority	Wakefield
Inspection number	10281533
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Altofts, Wakefield. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder also provides wraparound care for older children. She works with her husband, who is also a registered childminder, and occasionally with a registered assistant.

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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