

Childminder report

Inspection date: 10 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time with the childminder. They have warm, nurturing relationships with him, and they seek cuddles and comfort from him as needed. The childminder knows children well and is responsive to their needs. He gathers information from parents about children's individual routines and follows these to help children settle in. Children have regular opportunities to socialise with other children when visiting playgroups. The childminder creates a stimulating, homely environment for children. He plans activities that build on children's interests. All children form friendships and benefit from being with mixed ages of children. The childminder helps children to understand their feelings and emotions, and they engage in activities to support this.

The childminder is passionate about supporting children to learn about the natural world around them. He helps them to learn about minibeasts and encourages the children to explore several different types of insects with magnifying glasses. Older children are encouraged to support younger children in their play. The children's love for reading is promoted by the childminder as he sits and reads aloud to the children. Younger children are encouraged to lift the flaps on the books to support their fascination with the story and to embed learning.

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

- The childminder knows what he wants children to learn. He plans activities around children's interests and to build on what they can already do. His plans for children's next steps are appropriate for their stage of development. This means that children progress well.
- The childminder focuses on children's emotional well-being. He gathers information from parents before children start attending, and offers settling-in sessions that meet individual children's needs. The childminder has flexible routines that fit around children's personalised care routines, particularly those of young babies.
- Children are confident and independent learners. The childminder is very relaxed, and children happily follow their own lead in play. Older children have opportunities to say what they would like to do during their time with the childminder. This supports children's behaviour positively and allows children to choose for themselves.
- The childminder supports children's literacy skills. He engages children in mark-making, drawing and writing activities. Children are also able to use scissors to cut strings of cooked spaghetti. This supports their fine motor skills. These learning opportunities also involve communication and conversations with the children. However, on some occasions, children's vocabulary range is not extended sufficiently by the childminder to enhance those skills.

- The childminder supports children to understand the boundaries and expectations in the setting. He encourages the younger children to share and take turns. As part of children's personal, social and emotional development, they learn how to manage their own feelings and emotions. This supports their positive behaviour and attitudes to learning.
- The childminder supports good personal hygiene routines for children and provides healthy meals and snacks. The childminder encourages the children to wash their hands before eating and to dry them using their own hand towels. This supports children's personal development as they become familiar with care routines and develop an understanding of how to keep themselves healthy and safe.
- Partnerships with parents are strong. Parents value the childminder's experience and the support he gives them. Parents speak highly of the progress that their children are making and the ideas that the childminder gives them to support their child's learning at home.
- The childminder engages in professional discussions with his co-childminder about the children in his setting in order to plan effectively for their needs and development. These discussions enable the childminder to be proactive in the organisation of the setting and in supervising the children during adult-led activities.

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:

- build on children's communication and language development by encouraging children to explore new words and vocabulary.

Setting details

Unique reference number	EY321391
Local authority	Wakefield
Inspection number	10354491
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in the Normanton area of Wakefield. He operates his childminding provision from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. He works with a co-childminder. The childminder offers the government funded places for childcare, and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Marie Briggs

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of several written statements from parents and their opinions of the setting during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024