

Childminder report

Inspection date: 16 January 2020

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 has created a stimulating home-from-home environment where children flourish. She is attentive and ensures that children are supervised well and are safe at all times. Children are very confident and relaxed in the childminder's care. They are inquisitive and keen to explore and learn. For example, babies shriek with excitement as they investigate interesting objects using their senses. They practise their physical skills by letting go of furniture and standing momentarily, knowing that the childminder is close by to offer support.

The childminder knows how children learn. She follows children's lead and interacts positively to support them to gain new skills and knowledge. For example, children develop good hand-to-eye coordination as they thread beads onto laces. They are interested in books and join in with songs and rhymes. The childminder often takes children to the local library to help foster their love for books. She encourages children to make marks and draw circles and lines. This helps to support children to develop good early literacy skills. The childminder places a strong emphasis on using good manners and constantly reminds children to say 'please' and 'thank you'. She provides children with plenty of praise to boost their confidence and self-esteem. Children behave very well.

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

- The childminder demonstrates a strong desire to provide the best possible service she can for children and their families. She reflects on her practice well to identify her strengths and plan relevant developments. For instance, the childminder plans to introduce even more opportunities for children to learn about the natural world. She carefully monitors children's progress to identify the areas they most need support in.
- The childminder is particularly skilled in supporting children's language and communication skills. For instance, she responds sensitively to children's attempts to communicate and encourages babies to babble and experiment with sounds. The childminder introduces new vocabulary and asks a good range of questions to help children to talk about their ideas and intentions. Children are developing these skills rapidly.
- Children play cooperatively with the childminder and respond positively to her instructions and requests. For example, they know where resources belong and help to tidy them away when they have finished with them. Children are very polite and considerate to others. These are just some of the skills that they gain in readiness for their eventual moves to school and nursery.
- The childminder understands the importance of supporting children's emotional well-being and makes thoughtful settling-in arrangements. She gathers information from parents on entry about what children can already do and know

in order to inform accurate assessments. Children develop strong bonds with the childminder and show their great affection for her.

- Children are active and benefit from daily opportunities to play outdoors. They often enjoy walks and visit soft-play centres, where they learn to climb large apparatus. The childminder provides nutritious meals and supports children to try new foods. She ensures that children wash their hands after nappy changes and before meals to instil good hygiene routines.
- The childminder uses her good knowledge of children's interests and learning needs to plan challenging activities. For instance, children complete inset jigsaws and enjoy filling and emptying containers. The childminder helps children to count and talks about shapes to promote their developing mathematical skills well. However, she does not always organise activities as well as possible to provide the very best opportunities for children to listen and concentrate.
- Overall, partnerships with parents are good. The childminder uses effective communication methods to share information about children's progress and promote continuity in children's care. However, she does not share robust information with them about how they can continue to support their child's learning at home.
- The childminder is keen to develop professionally. She completes online training and reads relevant articles to develop her knowledge of child development. In addition, she engages in webinars and networks with local childminders to share ideas and best practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She completes regular training to refresh and update her safeguarding knowledge. The childminder knows the signs of abuse and is alert to wider safeguarding issues. The childminder knows what to do if she had any concerns about children's welfare or if an allegation was made against her. She risk assesses her home effectively to ensure that any potential hazards are identified and minimised. The childminder holds a valid paediatric first-aid qualification.

What does the setting need to do to improve?

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

- review the organisation of activities and focus more precisely on supporting children to develop their good concentration and listening skills even further
- provide parents with more in-depth information about how they can support their child's learning at home.

Setting details

Unique reference number	EY330533
Local authority	Wakefield
Inspection number	10072153
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 2006 and lives in Ackworth, Pontefract. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Susie Prince

Inspection activities

- The inspector looked around the childminder's home and talked to her to find out how she organises her curriculum and provision.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She talked to the children throughout the inspection and considered their views.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at evidence of the suitability of adults living on the premises and a sample of documentation. She talked to the childminder about her systems for self-evaluation and discussed her plans for improvement.

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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