

Childminder report

Inspection date: 18 September 2025

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 are happy and have formed good relationships with the childminder. She provides a home-from-home environment in which children's development is well supported. Children understand the childminder's high expectations. For example, they help to tidy away toys by returning the bricks to the basket. Children understand the routines of the day. This helps them to feel secure and know what is happening next. Prior to washing their hands, children find the step-up stool. This means they can wash their hands at the sink independently.

The childminder has a good understanding of child development and ensures additional support needs are identified quickly and additional support is put in place. Children become highly engaged in activities. For example, children become engaged in a dough activity, where they enjoy using the different shaped cutters and talk about what they have made. This also supports children's physical development.

The childminder plans a range of trips and outings within the local community. These include trips to the local park and library. The childminder uses these opportunities to talk to children about the world around them. For example, they talk about the changes in nature as autumn approaches. This helps children's knowledge and understanding of the world.

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

- The childminder carefully embeds mathematical language within play. She supports children's early counting skills and uses language such as big and little. While on outings, she provides opportunities for children to recognise numbers in a range of contexts, such as aisle numbers in shops. This supports children's early understanding of number and mathematical concepts.
- Generally, the childminder supports children's communication and language well. She engages in discussions with children, which helps to develop their language skills. However, at times, the childminder does not use the correct words. For example, she refers to nappies as 'nap naps' and talks about the 'baa baa' rather than a sheep. This does not consistently model the correct words to children who are developing their vocabulary.
- The childminder supports children's independence and self help skills. At snack time, the childminder encourages older children to peel their own bananas. Children of all ages then confidently enjoy cutting the fruit with child-safe knives. This teaches children how to do things for themselves.
- The childminder works with parents to complete assessments. These provide a summary of children's progress and help the childminder to identify any gaps in children's learning. However, the childminder does not always complete

assessments on an ongoing basis. This means activities are not precisely planned to support children's individual next steps in learning.

- The childminder teaches children about a range of cultures and celebrations outside of their own. For example, she plans activities to teach children about Diwali and other festivals. The childminder further supports children's understanding of other cultures through books and stories.
- The childminder has formed strong working relationships with parents. She creates memory books for each child. These include photos and reminders of what children have experienced. This helps to strengthen links with home, as children enjoy looking at these books with their parents. They also serve as a special memento for children and parents to remember their time with the childminder.
- Parents are very happy with the childminder. They are kept informed of what their children are learning throughout the day. The childminder celebrates children's achievements with parents. For example, she shares major milestones, such as when children use the potty for the first time. Parents comment on the childminder's kind and calming nature and express how pleased they are with their child's development.
- The childminder evaluates her practice and is consistently looking at ways in which she can develop her own practice and provision. She attends a range of courses and training opportunities. This helps to ensure her knowledge remains current and up to date. For example, the childminder has recently updated her policies in line with changes to healthy eating guidance.

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:

- consistently model correct words to support children's developing vocabulary
- strengthen the use of ongoing assessments to ensure activities are more precisely planned to focus on children's next steps.

Setting details

Unique reference number	EY330533
Local authority	Wakefield
Inspection number	10407705
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	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Ackworth, Pontefract. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed written feedback from parents during the inspection and took account of their views.
- 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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