

Childminder report

Inspection date: 27 April 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 enjoy their time with the childminder. They respond positively to her and to her welcoming environment. Children show that they feel safe and secure in the childminder's care. They confidently move around the childminder's house, selecting toys to promote their interests. Children concentrate for long periods of time as they engage in imaginative play. They pretend to buy and sell ice cream. They ask each other what flavour they would like and pretend to take payment.

The childminder has high aspirations for the children's behaviour in her care. She gently reminds children about sharing and encourages them to be kind to each other. They learn to take turns when they play. The childminder provides age-appropriate techniques to manage behaviour. For example, when minor disagreements do occur, the childminder sensitively distracts children, speaking to them calmly.

The childminder promotes children's independence skills well. For example, children wash and dry their hands after sneezing and blowing their nose, Children help the childminder tidy up when they have finished an activity. Children regularly have their own ideas for the day. They ask the childminder to watch songs on the television and enjoy joining in with actions.

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

- The childminder has a good overall understanding of children's development. She describes their starting points and what they can do now. Although the childminder completes the progress check for children aged between two and three years, her overall assessment of their development over time is not precise enough to help her identify any gaps in their learning or to precisely inform future teaching.
- The childminder plans flexible settling-in periods for children. She collects lots of information from parents, which she uses to help children to settle. Parents are encouraged to visit with their children prior to starting. This helps children, parents and the childminder form strong relationships from the start.
- The childminder incorporates many opportunities for children to develop their mathematical knowledge. Children accurately count cars as they line them up. They enjoy constructing towers using plastic blocks. They start to learn about the concepts 'tall' and 'short' and measure themselves against them to see which is taller.
- Children benefit from daily opportunities for fresh air and exercise in the childminder's spacious, enclosed garden. They learn about the natural world, such as through nature walks, as well as trips to nearby woods and fields. Children visit parks, where they are taught to manage risks and develop their

physical skills.

- The childminder introduces new words to children. For example, during an activity where children play with dough, she uses words, such as 'wiggly' and 'groove', as children make patterns. However, sometimes through the childminder's enthusiasm, she asks too many questions at once and does not give children time to respond. During these times, children do not always have an opportunity to share their opinions and ideas.
- The childminder supports children's health and hygiene well. She works with parents to ensure that snacks and packed lunches are healthy and nutritious. The childminder talks to parents about her expectations of the packed lunches they provide and works with children to help them to try new foods.
- Parents report positively about the childminder's caring approach. They appreciate the guidance and support she provides. Parents write positive comments about the good quality care and education their children receive. For example, they comment that they are impressed with the childminder's approach to children's needs and interests. Parents report that the childminder has built their children's confidence in social situations in a short space of time.
- The childminder is dedicated and puts children at the heart of what she does. She reflects on and evaluates her practice regularly. The childminder involves parents in the self-evaluation process to help to identify improvements to the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of her safeguarding responsibilities. She has a good understanding of the signs that may indicate a concern about children's welfare, such as abuse. The childminder knows the procedures to follow to report any concerns of this nature. She is aware that she needs to protect children from the influence of extremist views. The childminder carries out risk assessments to identify and remove any potential hazards to keep children safe in her home. Children understand they need to strap themselves into booster seats at the dining table to keep themselves safe.

What does the setting need to do to improve?

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

- enhance assessment processes further to identify any gaps in learning and to focus more precisely on children's learning goals across all aspects of their development
- allow children time to respond to questions that are asked, so that they can develop their language and express their own ideas.

Setting details

Unique reference number	EY333791
Local authority	Wakefield
Inspection number	10280576
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 August 2017

Information about this early years setting

The childminder registered in 2006 and lives in Wakefield. She operates all year round from 6.45am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Dent

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 childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector viewed written feedback from parents to gather their views.
- The childminder joined the inspector for a joint observation.

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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