

Childminder report

Inspection date: 16 April 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

The childminder provides a warm, safe and homely environment for children. Children are happy and secure. They develop strong attachments with the childminder and come to her for reassurance and comfort when needed. Children understand what is expected of them and demonstrate wonderful manners and kindness to each other. The childminder encourages older children to be considerate of younger children. For instance, at lunchtime, they volunteer to hand out their friends' lunches and drinks, and join in with their play.

The childminder knows children well. She understands their interests and uses these to provide activities and experiences that build on what it is they need to learn next. The childminder has developed a curriculum that ensures children have the skills and knowledge for their next stage in education. For example, she teaches children to develop their independence skills as they put on their shoes and coats. Children learn the importance of maintaining their own personal care routines and at tidy-up time. Children are eager to help and respond positively to the childminder's request for their assistance. Children are articulate in communicating their own needs and preferences in relation to what activities they want to take part in. Children are well prepared for the next stage of their learning.

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

- The childminder tailors her curriculum to meet each child's individual development needs and abilities. She gathers information from parents about what children know and can do at home. The childminder uses this information to plan children's next steps in learning. She identifies and addresses any gaps in children's learning through regular assessment, ensuring that they make the progress they are capable of.
- The childminder consistently engages in conversation with children, describing what they do and introducing new vocabulary. For example, as children are making Easter chicks, she talks about the eggs hatching and coming out of their shells. However, the childminder does not provide consistent opportunities for children to listen and join in stories, songs or rhymes. This reduces the opportunities for children to hear and understand new words.
- Children are confident to access the range of resources provided by the childminder and lead their own play. However, the childminder does not consistently provide a good balance of adult-led and child-led activities that introduce new ideas and spark new interests in learning.
- Children settle quickly when starting at the childminder's setting. This is due to the childminder's effective settling-in procedures that support children's emotional well-being. The childminder builds positive relationships with children and families prior to them starting. She is mindful of any absences and the effect

this may have on children's routines.

- The childminder ensures that activities are accessible for all ages of children. She teaches children the risks of using smaller resources when babies are present. They discuss how to do this safely. For example, as children make paper clip chains, they keep the activity on the table away from younger children. This supports children to manage risks independently.
- The childminder provides a range of physical opportunities for children to develop their gross and fine motor skills. Young babies enjoy pulling themselves up to investigate other children's play, developing their gross motor strength ready for walking. Older children benefit from using tools with dough, mark making and scissor skills in preparation for writing.
- The childminder provides regular feedback for parents face to face and via an electronic app. She shares important achievements in learning and works in partnership with parents and carers to support children's progress.
- The childminder has regular discussions with staff and their tutors to reflect on practice and improve their knowledge and skills. She provides them with opportunities to continue their professional development. The childminder meets with other childminders and local authority advisers to expand her knowledge and stay updated on legislation.

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:

- provide a balance of adult-led and child-led activities to introduce children to new ideas and spark new interests in learning
- extend children's language and vocabulary skills further, such as through storytelling, songs and rhymes.

Setting details

Unique reference number	EY339898
Local authority	Wakefield
Inspection number	10395190
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 13
Total number of places	12
Number of children on roll	26
Date of previous inspection	28 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Altofts, Wakefield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification equivalent at level 3. She provides government funded childcare and works with a registered assistant.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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