

Childminder report

Inspection date: 2 December 2024

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 settled and happy to engage in a variety of stimulating play opportunities that the childminder provides. For example, they investigate a 'scrunchy' tin foil sensory tray. This particularly interests babies, who explore the sounds and textures with the childminder together. This helps to develop children's curiosity and confidence to try new things.

Parents and carers speak positively about their experiences. Parents of children who have recently started explained they were anxious at first, but they felt very supported, and the childminder offered multiple stay-and-play sessions to help their children settle in. This helps children to develop strong bonds with the childminder. The childminder offers an individual approach to meet children and their families' needs. This helps children to settle in quickly and build good relationships with the childminder.

The childminder supports children's speech and language through calm and nurturing conversations. She encourages very young children to learn new sounds and words. This is an area of the curriculum that is important to the childminder. Children play together using pom-poms and an interactive toy that the childminder uses to teach children about shapes. The childminder uses good vocabulary, positive body language and eye contact as children learn together. Children smile as they play, and their well-being is high.

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

- The playroom is a warm and welcoming environment for young children and babies. The childminder sets up the play area each day with activities she plans for children to play with. Children engage in sensory play, using a variety of textures, sounds and messy play to stimulate their senses, such as foil and metallic objects. The childminder chooses suitable resources for children to play and learn with. However, she does not consistently consider how to further children's independence and allow them to choose for themselves to build on their current interests.
- The childminder cooks healthy meals for children and ensures that they have a nutritious diet. She provides home-cooked meals and incorporates fruit and vegetables to offer children a balanced diet.
- Children have a very good relationship with the childminder and play and learn together happily. As they share a book, the childminder encourages children to touch different textures, and they shake the musical instruments together while they sing about the animals in the book. This expands children's knowledge and understanding of the world and helps to develop children's communication skills.
- The childminder provides a clear and consistent routine for children. This helps

them to feel safe and secure in the childminder's home. The childminder keeps parents fully updated with information about their child's day through an online app. Parents say this helps them to feel involved as it details their children's activities, feeding, changes and sleep times.

- The childminder consistently engages children in play activities, including encouraging and supporting the development of language through song, rhymes and making animal noises as they read a book together. This helps children to develop their communication skills and confidence to learn to speak.
- The childminder shows an excellent knowledge of the children in her care. She takes them for regular walks to the park, the library and the local soft-play centre. Children have use of the childminder's garden, where she provides outdoor toys for children of various ages to use to develop their physical skills.
- The childminder explains that at various times of the year, she explores some different festivals with children. However, she does not fully explore the diverse community in which children live, to help children to develop their knowledge further about people and communities.
- Parents feel that their children make progress and that the childminder understands their individual needs as a family. However, the childminder does not communicate further with parents and involve them in their children's learning, such as helping with ideas for activities to develop their skills further at home.
- The childminder has a good understanding of the varied curriculum she provides for children. She places a priority on children's communication and language development, and explains how this area of her curriculum positively impacts children's development across all subject areas. The childminder plans for each child individually and designs the curriculum to build on children's previous skills. This helps children to make good progress across all areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's needs first.

What does the setting need to do to improve?

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

- consider how to develop children's understanding of the diverse cultures and world outside of the setting
- give children more opportunities to be independent in their play and build on their different interests
- develop communication with parents to extend children's knowledge and build links to their learning at home.

Setting details

Unique reference number	EY357754
Local authority	Wakefield
Inspection number	10357591
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2007 and lives in Wakefield, West Yorkshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kelly Nevett

Inspection activities

- The childminder and the inspector carried out a learning walk together.
- The inspector carried out observations during the inspection and with the childminder.
- The inspector sampled documentation, including qualifications and evidence of paediatric first-aid training.
- The inspector asked the childminder questions throughout the inspection, to establish her understanding of how to safeguard children.
- The inspector discussed the curriculum and the impact on children's learning with the childminder.
- The inspector took account of feedback from parents.

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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