

Childminder report

Inspection date: 7 April 2022

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 finds out from parents about their children's routines, interests and abilities before they start at the setting. The childminder uses this information to plan for children's individual learning. The childminder has a wealth of knowledge, which she uses as the basis of her practice to support children's learning and development. A child-centred, play-based approach is at the heart of this childminder's provision. Older children are highly mindful of younger children and regularly step in to help and support them as they learn.

Children form secure relationships with the childminder, who is kind, gentle and nurturing. Children are happy and confident and enjoy their time at the setting. Older children are confident to lead their own learning and make choices about what they want to play with or do. The childminder has high expectations for children's behaviour. The childminder teaches children good manners, such as please and thank you, and reminds them of the boundaries. Children listen, respond to instructions and are respectful and polite. During the COVID-19 pandemic, the childminder maintained contact with families through a learning app and telephone conversations to ensure that bonds were maintained. The childminder talks with parents at the door to ensure good safety arrangements.

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

- The childminder is aware of a range of skills she wants children to learn and provides children with opportunities to practise these. For example, the childminder encourages children to hold their pencil correctly and to develop their early writing skills, when they are developmentally ready. This helps children to make good progress in their early literacy skills.
- The childminder ensures that all children have frequent opportunities to get to know their local area and socialise with other children. For example, children attend a singing and dancing group every week. Children share with their parents the songs and activities they have been performing and replicate these within the setting.
- Children are encouraged to develop their language and communication skills. The childminder uses descriptive words, such as 'healthy', as they discuss different foods and asks the children to place the foods either on a happy face picture card for healthy, or a sad face for unhealthy. She repeats and explains words to develop children's understanding. However, the childminder does not routinely challenge children further by requiring them to think critically and further develop their communication and language skills.
- The childminder helps children to understand how to care for their teeth. Children explore play resources, including models of teeth and toothbrushes, to learn about the importance of oral hygiene. They practise brushing teeth to

remove bacteria and talk confidently about 'removing germs' as they play. The childminder also provides information about activities parents can use at home with their children.

- Children have active imaginations. They enjoy pretend games. For example, they use the climbing frame and act out driving to the seaside to make sandcastles. Children confidently seek out others to join their games. They put a blanket over the climbing frame and make a den, and pretend it is night time.
- The childminder provides children with healthy snacks and meals to support their understanding of the importance of living a healthy lifestyle.
- The childminder keeps parents updated about the care their child receives through daily discussions. She shares children's learning electronically, through observations and photos. This keeps parents updated on their child's progress. Parents speak very highly about the childminder and comment on the 'warm, friendly and safe environment' and the 'wholesome snacks and meals' she offers their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding policy which underpins her good practice. She knows what to do if she is concerned about a child, and how she will safely use her mobile phone and camera. The childminder has a secure entry to the setting, including electric gates and an intercom system, to keep children safe. Effective risk assessments ensure children's safety when they are feeding the fish in the pond in the garden, and when they go on outings. Effective procedures, including children wearing fluorescent jackets, further keep them safe when on outings.

What does the setting need to do to improve?

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

- promote children's independence skills further, in particular during daily routines
- encourage children's language and critical thinking by improving the questioning techniques used.

Setting details

Unique reference number	EY357946
Local authority	Wakefield
Inspection number	10072156
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	2 to 4
Total number of places	12
Number of children on roll	21
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in Wakefield. She provides care all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Mandy Haddock

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector held a meeting with the childminder. She reviewed a variety of documents, including suitability checks, first-aid certificates, qualifications and policies.
- The inspector observed interactions between the childminder and children during activities, and assessed the impact of these on children's learning.
- The inspector took parents' written views into account.

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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