

Childminder report

Inspection date: 20 February 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

The childminder and her assistants demonstrate a warm and caring nature. This helps children to feel secure, happy and safe in their care. The childminder ensures that all children form appropriate bonds and attachments. She works with parents to help children to settle into her care. For instance, she finds out children's routines, favourite songs and foods and what they do not like to eat. This helps her to meet children's needs. Children are inquisitive, and they explore, investigate and learn how things work within the safe and well-resourced environment.

The childminder plans a good range of activities. She understands the learning that she wants children to gain from them. For example, children learn about different colours and numbers as they sort resources into colour groups. They count how many they have. The childminder and her assistant's model good behaviour for children. There is a nice, calm atmosphere in the home, and children are well behaved. They follow directions from the childminder and her assistants. They learn how to share and take turns and how to take account of each other.

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

- The curriculum is built around the children's individual needs. The childminder plans activities and spontaneous opportunities to progress children towards achieving their next steps. She assesses the progress that children make in their development. Any concerns about a child's development is shared with parents. The childminder works in partnership with other settings that children attend, so children get the help they need as quickly as possible.
- The childminder and her assistants focus on children's communication and language development well. They promote this throughout the day as they talk to children about their activities. They repeat words for children and encourage them to say the words correctly. They give children time to listen and respond to questions. Older children enjoy conversations about their families and their pets. All children love to join in with familiar action rhymes and to sit and share a book with an assistant or the childminder.
- The childminder evaluates the work of her assistants. She holds monthly staff meetings with them and carries out staff appraisals every 3 months. They discuss training and the assistant's safeguarding knowledge and understanding. If any concerns are highlighted, the childminder can address them swiftly. Assistants state they are happy in their work.
- The childminder works closely with the school nurseries that some children attend. She follows the curriculum that they share with her to provide consistency in children's learning and development. For instance, she continues children's learning about Lunar New Year. Children make lanterns and learn about the significance of them in Chinese culture.

- The childminder gives priority to children being self-sufficient, in readiness for school. For instance, children learn to use the toilet and to dress themselves. They understand they must wash their hands afterwards. All children are encouraged to wash their hands before any snacks or meals. At lunchtime, children help out by putting their drinks bottles away afterwards and make sure they are clean when they leave the table. This helps children to be self-reliant and boosts their confidence and self-esteem when they receive praise for doing well.
- Overall, the childminder understands that children learn best when they are fully engaged and interested in the activities that she plans for them. However, there are times during the day, such as after lunch, where for a short period of time, children are not engaged as well as they could be. This leads to some children being aimless and upset.
- Partnership working with parents is strong. The childminder keeps them updated about their child's progress. Parents are informed about activities through a social media page that only they can access. The childminder gains parents' and children's views about her setting. This helps her address any concerns that they might have about her service.

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:

- review and adapt changes to the routine during the day to ensure that children remain consistently engaged in their play and learning.

Setting details

Unique reference number	EY364727
Local authority	Wakefield
Inspection number	10327819
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 9
Total number of places	18
Number of children on roll	31
Date of previous inspection	10 August 2018

Information about this early years setting

The childminder registered in 2007. She lives in Ossett, near Wakefield. The childminder works with three assistants. The childminder operates all year round, from 7am to 5.45pm, Monday to Friday, except for family holidays. The childminder and one assistant hold an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and secure.
- The assistants and the children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers of attendance.
- The inspector considered the written views of parents and older children.

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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