

Childminder report

Inspection date: 9 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in the warm and welcoming home-from-home setting the childminder provides. They form strong attachments with the childminder and receive plenty of cuddles and smiles. The childminder is a good role model. She encourages children to play cooperatively together, such as by taking turns and sharing toys.

The childminder gets to know families and children well. The regular conversations she has with parents and carers help her to understand children's precise needs when they arrive at the setting. Together with the childminder's firm understanding of child development, this helps her to identify what children need to learn. She builds on what children already know, using their interests to support them to develop positive attitudes to their learning.

The childminder focuses on children learning through play. She uses her knowledge of children's interests to engage them in their play and learning. The aim of her curriculum is for children to develop the knowledge and skills they need to move on to their next stage in learning. The childminder wants these transitions to be as easy as possible for children. She plans experiences and activities for children to support their learning, as well as introducing new knowledge and skills into their free play. The curriculum supports all children to make effective progress in their learning and development.

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

- Children enjoy exploring musical instruments. The childminder shows children how to use specific instruments that they may not have used before, such as a xylophone. She gently places her hand over children's hands while they hold the beater and tap it onto the xylophone to create a sound. Children then try this independently, demonstrating their effective hand-eye coordination.
- The childminder talks to children while they play. For example, she encourages them to name the shapes of sorting blocks, such as 'square' or 'triangle'. The childminder focuses on encouraging children to learn new words. However, at times, the childminder does not simplify her language so children can hear, understand and copy key words to support their emerging communication skills.
- The childminder gathers important information from parents when children start to attend. She then monitors children's development to notice any gaps in their learning. The childminder knows how to gain support from other professionals when children need extra help.
- The childminder recognises when children are tired and follows parents' routines from home to help settle them down for a nap. Children quickly drift off to sleep, showing they feel safe in the childminder's care.

- The childminder completes babies' personal hygiene routines with care and respect. She sensitively talks to them as she changes their nappies. Children begin to understand the importance of leading a healthy lifestyle. They follow good hygiene routines and the childminder supports families with toilet training when children are ready. The childminder encourages children to try a range of healthy food at snack time.
- The childminder undertakes regular assessments to monitor children's development and decide on the next focus for their learning. She shares this information with parents so they can also support their children's learning further at home. The childminder completes the required progress check for children aged between two and three years and tries to coincide this with the health visitor checks. This all helps to swiftly identify any gaps in children's learning and put in place interventions to ensure that these close.
- The childminder undertakes regular training to keep her own knowledge and skills up to date. She targets this training according to children's individual needs and any additional support they may need. For instance, the childminder has recently completed training to help her to further enhance the curriculum for two-year-old children. She regularly reflects on her own practice. The childminder is able to clearly identify her own strengths and weaknesses. This enables her to continue to enhance her good provision further.
- The childminder ensures that children get fresh air and spend time outdoors daily. This is in her garden and on trips to the park and local walks. The childminder uses these opportunities to help children to build their confidence and knowledge of the local community and the world around them.

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:

- implement effective strategies to help children to understand, copy and repeat words to further their emerging communication skills.

Setting details

Unique reference number	EY369626
Local authority	Wakefield
Inspection number	10360763
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 July 2024

Information about this early years setting

The childminder registered in 2008 and lives in South Hiendley. She operates all year round, from 9am to 3pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation.
- Parents' written views of the setting were shared with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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