

Childminder report

Inspection date: 1 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe. They show they feel comfortable with the childminder who strives to make the setting feel like a home from home. Children play happily with the childminder and her assistant. They snuggle in to read a story on the childminder's knee and enjoy building houses from magnetic blocks.

The childminder knows the children well and has high expectations for their learning. She completes ongoing observations and more detailed assessments to log any development concerns. This allows her to make timely referrals and to seek specialist support where necessary. The childminder completes a summary of children's development at age two and this is shared with parents. These assessments and observations enable the childminder to plan a range of activities to support any gaps in learning. As a result, children make good progress and are prepared for their next stage of learning, such as school.

Children behave well and become engaged in activities. For example, children spend a long time drawing a range of pictures. The childminder extends this activity and demonstrates how to draw patterns with two pens at the same time. This also supports children's early writing skills and dexterity.

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

- The childminder supports children's language well. She engages in discussions with children about the birds outside and the sounds they make. This leads on to further discussion around animal noises. The childminder models a range of words clearly for children and encourages them to repeat these back to her. This helps children to pronounce words correctly.
- Children are gently reminded to be kind to each other. The childminder skilfully encourages them to share and take turns with toys. However, children are not routinely expected to help tidy away after play and the floor becomes cluttered. This makes the play area less engaging and difficult for some children to navigate, particularly those who are learning to walk.
- Transitions are well supported. When children start, the childminder ensures they are happy and feel secure with her before their parents leave them. The childminder places a strong focus on ensuring children build a trusting relationship with her. The childminder has formed positive links with other local settings. This helps children who also attend another setting and supports the transition to nursery or pre-school.
- The childminder supports children's understanding of simple number and counting. For example, when children show an interest in counting their fingers, the childminder supports them. She helps children count their fingers one by one, clearly saying the numbers. This supports children's early understanding of

number and counting.

- The childminder supports children's understanding of hygiene. She helps children individually wash their hands before eating. The childminder explains why hand washing is important both at mealtimes and after using the bathroom. Nappy changes are respectful and consider the privacy of children.
- The childminder is focused on training and evaluates her provision well. She is reflective and makes necessary changes to the play spaces, which reflects the age of children in her care. The childminder completes a range of training, which ensures her knowledge, including safeguarding knowledge, remains accurate and up to date. However, the processes for the mentoring and induction of assistants are not yet fully developed to fully support them in their role.
- Partnerships with parents are strong. The childminder creates an environment in which parents also feel comfortable. She goes above and beyond her role to support parents who may need additional support. The childminder works closely with parents and ensures any additional funding is used to support disadvantaged children. Parents value the communication they receive, including daily updates and newsletters. They say they would recommend the childminder to other parents.
- The childminder continuously assesses her provision for risks. She has a clear understanding of how to keep children safe both in the home and while on outings. She has a good understanding of how to keep children safe online and shares this information with parents to support them at home.

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:

- encourage children to tidy away toys they are not using
- strengthen induction and mentoring processes for assistants.

Setting details

Unique reference number	EY375977
Local authority	Wakefield
Inspection number	10388669
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 July 2019

Information about this early years setting

The childminder registered in 2008 and lives in South Kirkby. She operates all year round from 7.30am to 4.30pm, Monday to Thursday, except for family holidays and one week between Christmas and New Year. The childminder holds an appropriate qualification at level 3. The childminder provides government-funded childcare and receives specific funding for disadvantaged children. The childminder works with an assistant.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector talked to the childminder's assistant at appropriate times 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 inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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