

Childminder report

Inspection date: 19 March 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

This highly experienced childminder supports children to develop the knowledge and skills they need to become confident and inquisitive learners. The environment she provides is exceptionally well-organised. Photographs on boxes and drawers enable children to find exactly what they want to play with. Written labels and interactive displays also help create a language-rich environment. On arrival, children learn to recognise either their name or a picture, so they know where to hang up their coats. There is a lovely balance of adult-led activities and opportunities for children to initiate their own play. The childminder follows children's interests as she joins them in their chosen activities, supporting them to make progress through talking to them about what they are doing.

Children develop strong bonds with the childminder. She is wonderfully attentive to their needs and provides cuddles and reassurance when children feel unsettled. Settling-in arrangements help new starters to build positive and secure relationships with the childminder. She skilfully ensures that older children understand how to interact safely with babies. Children beam with pride when the childminder praises them for helping her look after the youngest children or for singing to them. This supports children to feel valued.

The childminder teaches children how to keep themselves safe. For example, she explains they might fall if they do not sit on their chairs properly. She is highly vigilant and talks to children about making sure they keep smaller toys away from babies. Children start to learn how to play alongside their peers as the childminder explains how they should share and take turns.

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

- The childminder is highly reflective and regularly evaluates her practice. She attends a wealth of different training opportunities in her own time. She has recently benefited from a course which has strengthened her understanding of how to support young children's mathematical development. She welcomes support and advice from her local authority.
- The childminder has a very clear understanding of how young children learn. She knows how to sequence learning to help children to make progress. Through regular observations and accurate assessments, she identifies next steps for children's learning. She is vigilant in identifying children who may not be making as much progress as they should. If this is the case, she works with parents and takes advice from other professionals, to introduce appropriate strategies to help children's development.
- Children's communication and language development is at the heart of the childminder's curriculum. She introduces children to a wealth of new vocabulary

as they play. Babies are encouraged to vocalise. When toddlers start to use recognisable words, she repeats these clearly, so children hear the correct pronunciation. Stories, songs, and rhymes help children to join in with short phrases and sentences. The childminder also learns key words and phrases to support children who speak English as an additional language.

- There are opportunities for children's physical development both indoors and in the secure garden. Babies are encouraged to reach out to interesting sensory objects. They also benefit from tummy time to develop their core muscles. Craft activities, such as cutting, manipulating play dough tools and mark making, help children to be ready for writing when they go to school. Digging in the mud pit, using bicycles and scooters, and exploring the play equipment at the local park, help develop children's coordination and promote their good health.
- The childminder has identified how she can promote children's independence and self-care skills. They learn how to put on their coats and shoes, and to use the toilet. However, at times, the childminder does things for children without giving them enough opportunity to try themselves first. This is especially the case at mealtimes, where children do not consistently get to help with preparations or to watch what is being done.
- Children learn about their local community through regular trips and visits to places of interest. They learn about the jobs people do such as librarians and fire fighters. They also become familiar with the local school as they go on the school run with the childminder. The childminder recognises how much the early years children benefit from interactions with their older friends.
- Children enjoy a wide range of nutritious snacks and meals. They know they must wash their hands after using the toilet and before eating. The childminder also explains how children can prevent the spread of germs when they cough or wipe their noses. Children learn about oral hygiene through regular activities to promote teeth cleaning. They also enjoy role play activities which help them to become more confident when visiting the doctor or the dentist.
- Parent partnerships are highly effective. Parents remark on the wonderful range of activities their children enjoy, and the high level of care the childminder provides. The childminder obtains regular feedback from parents about the service she provides. Parents value the detailed feedback they receive about their children's development. Weekly activity sheets include suggestions of ways parents can extend their children's learning 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:

- consider how to develop mealtimes to support children to develop their independence and self-care skills even more.

Setting details

Unique reference number	EY392092
Local authority	Wakefield
Inspection number	10317100
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 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	31 May 2018

Information about this early years setting

The childminder registered in 2009. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- The inspector observed the quality of education. She talked to the childminder about her professional development and how she evaluates the provision.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- 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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