

Childminder report

Inspection date: 30 April 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

Children's personal and social skills are supported very well in the childminder's safe setting. The childminder encourages children to be independent and offers praise when they demonstrate this. For example, children are encouraged to independently cut fruit for snack with good supervision.

Children demonstrate excellent behaviour. They share resources during free play and help each other. The childminder is a good role model. She offers lots of praise when children demonstrate positive behaviour or achieve in their learning.

Children are well prepared for school. At carpet time, they are encouraged to wait and take turns to choose a picture from the 'magic bag'. This skill is later demonstrated, without the childminder's intervention, when children take turns to use the slide in the garden.

Children are confident and enthusiastic learners. This is supported in the childminder's provision, which has been planned carefully to support children's next steps. Children select their own resources to play with, which encourages independence. Their interests are considered when the childminder plans activities. For example, when an interest in space is demonstrated, the childminder plans a topic around this. This helps children to engage in their learning.

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

- The childminder has a good understanding of children's development and their next steps in learning. She plans activities to support children in meeting these. For example, she encourages children to find their name-card and identify the first sound in their name, when they are developmentally ready. This supports children in recognising their name. Carefully planned next steps help children to make good progress in their learning, and they are well prepared for school.
- The childminder promotes children's language and communication effectively, skilfully introducing new vocabulary. For example, when sharing a story about space, the childminder introduces the word 'astronaut' and encourages children to repeat this, explaining and showing what it is. Furthermore, when introducing a 'space buggy' which bounced up and down, the childminder links to children's previous experiences of bouncing on the trampoline. This further develops their understanding.
- The childminder plans experiences away from her setting. This supports children to develop their understanding of the world. Parents state how happy they are that their children have gone to the farm, play gyms and library. The childminder plans to further extend these activities for the children in her care.
- The childminder has high expectations for children's behaviour. Children manage

their behaviour effectively, which results in a calm setting in which learning is enjoyed. Children have excellent concentration skills and enthusiastically join in with planned activities.

- Parents are very happy with the childminder. They recognise the importance of the experiences that are planned for the children. Parents state that children make good progress in their learning and that the childminder has promoted skills such as using manners and social interactions. Parents comment on how safe the childminder's setting is and how they have worked with her around, for example, toilet training.
- The childminder ensures that she establishes children's starting points when they join her setting. She shares these next steps with parents to ensure continued learning at home. This is further achieved through, for example, story bags that can be taken home.
- Through carefully planned provision, children have opportunities to develop their next steps and independence. For example, children of all ages develop their gross motor skills by using the climbing equipment outside. Children are encouraged to use their legs when swinging to gain speed, which encourages independence.
- Although children are happy in the setting, the childminder does not fully support children who arrive later in the day to settle in. Although they are greeted and supervised, some children remain in the vicinity of the doorway before joining their peers in activities. This means that they miss out on some learning opportunities.
- The childminder plans activities based around children's interests. For example, children are asked to use construction bricks to build a rocket to go into space. However, the childminder does not consistently check children's mathematical understanding in order to rectify any mistakes that may make. This means that children's misconceptions are not corrected, to fully support their learning.

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:

- ensure that all children are settled effectively on their arrival and during activities so that learning opportunities are not missed
- check children's understanding of mathematical knowledge and skills during activities, to ensure that any misconceptions are corrected.

Setting details

Unique reference number	EY394596
Local authority	Wakefield
Inspection number	10335327
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Wakefield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Emma Murphy-Keen

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's 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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