

# Childminder report

---

Inspection date: 4 June 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has a very calm and caring manner. She is very attentive to all children in her care. This results in children receiving lots of positive attention in a very relaxed and happy environment. Children are happy and settled. They form very good relationships with the childminder and with each other. The childminder has high expectations of children's learning and behaviour and they are well behaved. Children also demonstrate a positive attitude to learning, they are inquisitive and persist with activities. For example, when the towers they build topple over, children keep rebuilding them to make them even higher. The childminder praises their efforts and concentration, which supports children's confidence and self-esteem.

The childminder knows the children in her care really well. This enables her to plan an ambitious curriculum for each child. It also enables the childminder to meet children's care needs effectively. She supports children very well with care routines, such as toilet training and independence with dressing and eating routines. The childminder works well with other settings to share relevant information about children's progress and development. For example, when taking children to afternoon nursery, she ensures that nursery know which children are trialling wearing pants.

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

- The childminder is skilled at assessing and recording children's progress. However, the highlighted next steps for each child's development are not always closely aligned with where possible additional help has been identified. This means that some children may not always receive specifically targeted support.
- The childminder works well in partnership with parents. They are kept fully informed of their child's development and progress. However, the childminder does not always liaise fully with parents in order to obtain swift information and advice from other professionals if needed. This means that children may not receive additional support at the earliest opportunity. The childminder has however, provided additional activities and support to develop children's speech and language skills within her setting.
- The childminder ensures that children have regular opportunities to learn about and understand the world around them. She teaches children about road safety when they walk to and from school.
- Children show an interest in the weather and are helped to learn about the world around them. They talk about 'rain clouds' they can see and look at the effects of the wind on a tree outside. Children then discuss what clothing they will need for the walk to school.
- The childminder skilfully differentiates activities to support children's interests

and to ensure they can all be involved and included. She teaches children about shapes, numbers, sequencing and early reading skills. This helps to promote children's early mathematics and literacy skills to prepare them for school.

- The childminder encourages group activities to support children's social development. This allows children to share and take turns. They also have opportunities for problem solving. For example, children work out that they need to 'press harder' to make a darker mark with crayons. These interesting discussions also promote children's thinking and communication skills.
- Children talk about what they like to do at the childminder's setting. They also talk about their friends and that they miss their friends when they are not there. The childminder values children's opinions and also helps them to be respectful of each other. She gives children choices about what meals and snacks they would like, whether the younger children would like to walk or go in the buggy and whether they want to use the toilet or potty when training. The childminder reminds children to give each other some privacy when they are using the toilet or potty.
- The childminder has a positive attitude towards professional development and has completed various training courses since the last inspection to support the outcomes for children. For example, brain development and play and adverse childhood experiences. The childminder has failed to notify Ofsted of required changes. Although this is a requirement of her registration, this has not impacted on children's care and 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 areas highlighted for children's next steps, are always closely aligned with what has been identified they may need some additional support with
- liaise more closely with parents, in order to obtain additional support or advice from other professionals if needed.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY402168                                                                          |
| <b>Local authority</b>                             | Wakefield                                                                         |
| <b>Inspection number</b>                           | 10335485                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 18 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2009 and lives in Flanshaw in Wakefield. She operates term time only, from 7.30am to 4.30pm, Monday to Thursday, with the exception of bank holidays, family holidays, and a week at Christmas. The childminder has a relevant childcare qualification at level 3. She provides funded early education for two-, three-, and four-year old children.

## Information about this inspection

### Inspector

Elaine McDonnell

## 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 childminder.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and also took account of some parents written comments.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024