

Childminder report

Inspection date: 5 October 2022

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 show that they feel safe and secure in the care of the childminder. They are nurtured and well supervised. Children show that they form good attachments with her and each other. This is demonstrated through how quickly children settle. Children are keen to show others what they are playing with and offer to make pretend treats and food for visitors, including tasty doughnuts and ice cream. Young babies smile and are actively engaged in all activities on offer. This includes sensory play, watching glitter run through bottles of water and hiding under translucent fabrics.

Children benefit from an ambitious curriculum. They develop an understanding of where food comes from and are provided with healthy choices during mealtimes. They care for the childminder's chickens and collect eggs. Children participate in cooking and baking activities, including making their own sweet potato soup for their lunch. They add ingredients into a bread maker, including honey and oats. Children demonstrate good levels of independence, including buttering their own bread and making choices from a wide range of activities in the well-resourced playroom. They develop key skills needed for future learning and their eventual move to school.

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

- Children have access to regular outdoor play. This includes physical play games in the childminder's large garden. Furthermore, children have access to a large indoor climbing frame. The childminder encourages children to think about how they can manage their own risks during their play. Children are able to navigate the space and show good coordination.
- Parents speak highly of the care that the nurturing childminder provides for their children. She gathers information from parents when their children first start at the setting and keeps them regularly updated about the fun activities that children participate in at her setting. The childminder shares assessments of children's learning and information about how to continue this at home.
- Children behave well. They form friendships with each other and learn how to share resources. The childminder reads stories to children about sharing and being kind to others. However, on occasions, the childminder does not build on children's understanding of how their own feelings and behaviours impact on others.
- Children develop good communication and language skills. They immerse themselves in familiar rhymes and stories. The childminder provides creative materials for children to be actively involved as she reads children's favourite storybooks. Children explore sticks and twigs as they journey through the pretend woods looking for a bear. Young babies explore foam to represent a

snowstorm. Children use their imaginative skills as they use a wooden doll's house to run up the stairs away from the bear and into bed.

- The childminder provides activities to help children to develop an understanding of the wider world. This includes activities that help children to develop an awareness of other cultures, traditions and communities beyond their own.
- The childminder reviews her practice and makes changes according to the needs and interests of children. She completes training and liaises with other professionals, including schools that children attend. This helps her to provide a consistent approach to children's learning.
- The childminder takes children on regular trips and outings. Children recall trips when they were feeding ducks at a nearby park. The childminder also takes children to regular playgroup sessions. This helps children to develop their social skills.
- Children follow their own lead during play. They show an interest in role-play games, such as pretending to fix the childminder's 'poorly' knee with a toy doctor's kit. However, on occasions, older children's learning is not extended even further to help build on their already good thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows safeguarding procedures and has policies in place. She supervises children well and has a good understanding of the signs and symptoms of abuse. The childminder understands her responsibility to report any concerns in relation to the welfare and safety of a child. This includes any concerns in relation to domestic violence and families exposed to extreme views or behaviours. She has a safeguarding policy in place. This includes the safe use of mobile phones and cameras in her setting and visitors to her setting. She understands her responsibility to report any allegations against herself or a family member to the relevant authorities.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on children's understanding of how their own feelings and behaviours impact on others
- provide even more challenge to children's learning to help them to extend their thinking skills.

Setting details

Unique reference number	EY405361
Local authority	Wakefield
Inspection number	10229559
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 January 2017

Information about this early years setting

The childminder registered in 2010. She lives in Wakefield, West Yorkshire. She operates her provision all year round from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out an evaluation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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