

Childminder report

Inspection date: 1 June 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 benefit from a well-thought-out learning environment with resources and activities that offer them variety and interest. Children can select a favourite book, resources or join in a planned activity. This effectively promotes children's independence and choice. Children enjoy access to the outdoor area, where they join others and work on their physical skills while playing. Children climb steps to slides and carefully negotiate a climbing frame, a rope ladder and climbing wall. Children smile when they are praised when they reach the top, exclaiming, 'I did it!'. This shows children are developing a sense of self-worth and good self-esteem.

Children are settled and happy. They have a lovely relationship with the childminder and develop good friendships with their peers. Children look out for others, asking if the younger children need a drink. Children use mathematical language in their conversations. For example, they enjoy a story about dragons and point out small, medium and large stars in the illustrations. Children show interest in a solar-powered fountain. They listen as the childminder explains how it works. They laugh as they block the sun to stop it working. Children are developing skills for future life, such as using tools safely.

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

- The childminder speaks knowledgeably about the children that she provides education and care for. She has a clear understanding of what children need to learn next and plans accordingly.
- The childminder has a good working relationship with parents. They regularly share information about what children are learning and achieving. This provides a complete picture of what children can do and what they need to learn next.
- Children bring a packed lunch. Lunch is often picnic style in the garden, which children really enjoy. The childminder eats with them; they are very relaxed and enjoy the interaction with each other. They talk about the different foods and the need to eat healthily.
- When asked, children tell the inspector that they must wash their hands because 'they might get poorly'. The childminder supports children who are starting to recognise when they need to clean their nose. As they help themselves to a tissue, the childminder sensitively reminds them to blow hard and pinch their nose. Children dispose of the tissue in a bin. This shows children understand the importance of good hygiene.
- Children move on to school with the skills they need for future learning. They meet teachers and visit their new classroom before they start. This helps to ensure that children are independent, confident communicators when they move on to school.
- Children behave well. However, opportunities for children to help develop the

skills they need to moderate their own actions are sometimes missed, particularly when working in a group. For example, children are not consistently reminded or encouraged to wait their turn, listen to others and use polite language, such as 'please' and 'thank you'.

- Children are not always given time to think things through and come up with their own ideas and responses to questions they are asked. This hinders their progress in developing their thinking and listening skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands what she must do if she feels a child is at risk of abuse or neglect. She discussed the 'Prevent' duty and demonstrated that she understands why it is in place. The childminder and her assistants hold a paediatric first-aid certificate. The childminder displays contact details of relevant outside agencies for easy access. The childminder makes sure no one can enter or leave her home without her knowledge. She completes regular risk assessments of her home, resources and equipment to ensure they are safe for children to use.

What does the setting need to do to improve?

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

- help children develop the skills they need to moderate their own actions, particularly when working in a group
- find ways to help children further develop the thinking and listening skills they need to come up with their own ideas and responses.

Setting details

Unique reference number	EY414189
Local authority	Wakefield
Inspection number	10074551
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 11
Total number of places	12
Number of children on roll	25
Date of previous inspection	15 April 2016

Information about this early years setting

The childminder registered in 2010. She lives in Ossett, near Wakefield. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

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 inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The childminder spoke with the inspector about her curriculum and what she wants children to learn.
- The inspector looked at relevant documentation, and evidence of the suitability of staff working in the setting.
- The inspector took account of parents' views.

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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