

Childminder report

Inspection date: 23 September 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 make secure progress in their learning and development because they receive good levels of support from the caring childminder. Praise and encouragement helps them to build their self-esteem and confidence. Children demonstrate they are settled and happy as they explore freely and chat to visitors. Children are eager to join their friends. They learn to play cooperatively and to show kindness to others. They develop resilience as they learn to negotiate and resolve disputes amicably.

Children's behaviour is managed well. They receive clear guidance from the childminder so they begin to understand right and wrong. Children learn about feelings. They begin to understand their emotions and the impact their behaviour has on others. Children become independent in self-care, such as dressing themselves for outdoor play.

Children begin to assess risks during outdoor play. They develop their physical skills, when they balance and steer using bicycles and scooters. Children build connections within their community, when they visit local places, such as the library and shops. They attend groups and play centres, where they meet other children. This helps to prepare them for the larger social environment of school. Children find out about the wider world through discussions and stories.

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

- The childminder finds out children's starting points when they enter her care. She completes accurate assessments of children's development and uses these to plan next steps for them. The childminder plans a varied curriculum that includes all areas of learning. For example, children develop their mathematical knowledge when they compare the different sizes of toy bears. However, the childminder does not fully consider children's interests when planning activities. This means that children are not always motivated to learn and make the best possible progress.
- The childminder provides a mixture of child-led play and adult-led learning. For example, she uses a 'song bag' to prompt children to think about rhymes they know. The songs and rhymes help children develop their listening and speaking skills. The childminder models rhythm and repetition of sounds, which promotes their understanding of language. However, the childminder does not always take into account the different age and stage of development of children when planning and implementing adult-led activities. As a result, they are not always stimulating for most-able children and they quickly lose interest.
- The childminder promotes children's love of books and reading. Children enjoy listening to 'Dear Zoo'. The childminder pauses frequently so children can finish

familiar phrases. She introduces new words, such as 'warty', and models sentences for the child, such as 'The monkey is too warty'. The book interests children as they lift flaps and discover the animals the zoo has sent. Children recall other stories. For example, they discuss the 'Goldilocks and the Three Bears' book. They demonstrate they know the story well.

- The childminder's embedded routines, such as regular handwashing, help children learn why good hygiene is important. Through role play, they find out about oral health and talk about brushing their teeth at home. Children begin to understand which foods are healthy and which should be kept for treats. They have access to the childminder's garden, where they play outside in the fresh air.
- The childminder successfully promotes a two-way flow of communication with parents and other settings children attend. This supports continuity for children. Parents comment that their children love to come to the setting and make good progress in their learning. Information is shared with parents to help keep their children safe, for example the use of social media and keeping children safe when they are playing outside.
- The childminder works with her co-childminder to evaluate their practice and maintain the good standard of care and learning for children. She accesses training to keep her knowledge up to date. The childminder links with the local authority and other childminders to share ideas and good practice.

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:

- fully consider the different age and stage of development of each child when planning and implementing adult-led activities to ensure learning is meaningful and challenging for most-able children
- strengthen the curriculum to ensure they fully consider children's individual interests so that children are always motivated to learn, demonstrate high levels of curiosity, concentration, and enjoyment, and are supported to make the best possible progress.

Setting details

Unique reference number	EY415326
Local authority	Wakefield
Inspection number	10355456
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 9
Total number of places	12
Number of children on roll	16
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Featherstone. She operates all year round from 7.30am to 5pm, Monday to Thursday, and 7.30am to 4pm on Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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