

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 are settled and happy in the childminder's care. They make good progress in their learning and development. The environment is welcoming, and resources are accessible to children. The children are confident to choose their own activities and lead their own play. For instance, older children initiate imaginative play and share their ideas with their friends. Children demonstrate resilience and enjoy solving problems. For example, young children build towers with blocks and try to work out how to prevent them falling over. The childminder offers praise and encouragement, which promotes children's self-esteem so that they are prepared to keep trying.

Children's social development is promoted through cooperative play. They learn to share and take turns. They begin to understand why they sometimes have to wait. This helps children to develop the skills they need to form relationships with their peers. Children's behaviour is managed consistently. They receive support and age-appropriate guidance from the childminder. As a result, children start to recognise and regulate their emotions and understand the impact their actions have on others. Children learn about their immediate community through visits to local places, such as the library and shops. They learn about the wider world through stories and small-world play.

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

- The childminder gathers information about children's starting points and ongoing learning from parents. She makes accurate assessments of children's progress and uses these to identify the next steps in their learning. The childminder plans a curriculum that is sequenced to build on what children know and can do. Overall, the curriculum is implemented well through a combination of child-led play and adult-led learning to support children's good progress.
- Children enjoy imaginative play. They pretend to be a vet and give their puppy medicine to make them feel better. Children pretend to use a stethoscope to listen to their heartbeat and a blood pressure monitor to check their health. However, the childminder does not always support children to make connections between their different experiences, including real-life events. For example, she does not support them to make the link to a recent visit to a hospital. In addition, the childminder does not fully consider how to capture children's interests to extend their learning. For instance, she does not provide enough resources in the outdoor kitchen to enhance their role play. Therefore, children are not always motivated to learn more.
- The childminder promotes children's early understanding of mathematics. She helps them to count by using songs and rhymes. Children begin to recognise colours and shapes. The childminder models the language of size, such as

'thicker' and 'longer', during construction activities.

- The childminder promotes children's communication and language well. Singing activities are energetic, and children are keen to participate. Objects from a 'song bag' prompt children to think about familiar rhymes. The childminder uses action rhymes well to engage the youngest children, who are learning to follow instructions. This helps them to develop their listening and speaking skills. Older children are confident to chat to visitors about their play and their family. For example, they talk about having a new sibling.
- The childminder promotes good health and hygiene. Children's independence in self-care is supported ready for the move to nursery school. For instance, they are encouraged to put on their shoes and coats to go outside. They begin to understand why it is important to wash their hands and brush their teeth. Children play outside in the fresh air. They build on their physical skills when they use balance bikes and scooters.
- Parents appreciate the regular updates the childminder provides about their children's progress. They say their children's needs are met well and the childminder is supportive of parents. The childminder shares information with them to help keep their children safe, such as monitoring children's use of the internet.
- The childminder evaluates her setting in partnership with her co-childminder. She has plans to use their allotment more to enhance children's knowledge of the natural world. The childminder keeps her knowledge up to date, seeks advice from other professionals and discusses good practice with other childminders. This helps her to maintain a good standard of care and learning for children.

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:

- strengthen the curriculum to fully consider children's individual interests so that they are always stimulated and motivated to learn more and make the best possible progress
- support children to make connections between their learning experiences, including real-life events, to help them consolidate their learning and always build on that they already know.

Setting details

Unique reference number	EY415340
Local authority	Wakefield
Inspection number	10365081
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	8 May 2019

Information about this early years setting

The childminder registered in 2011. She operates from Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides care from 7.30am to 5pm, Monday to Thursday. On Friday, she provides care from 7.30am to 4pm. The childminder works from the premises of her co-childminder. They both hold childcare qualifications at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The co-childminder and the inspector had a learning walk together. They discussed how the childminder organises different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and spoke to the childminder about working with different families.
- The inspector observed the quality of education. She talked to the childminder about her ongoing professional development and how she evaluates her provision.
- 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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