

Childminder report

Inspection date:

12 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. Although they are cautious of visitors, they are relaxed and carry on playing. This shows that they feel safe. Children are developing the skills they need to prepare them for school. Children understand the rules in the setting. They learn self-control through sensitive guidance from the childminder. For example, children fall out over an item. The childminder waits to see if they can resolve it themselves. When they fail, she takes time to explain they need to take turns. The children listen and agree to wait, resisting their impulse to grab the item back.

Children's independence is promoted well. They find their own shoes and coats before going outside. Children still learning how to fasten coats follow simple instructions from the childminder. Children learn to take care of their health and hygiene. While using a dentist role-play kit, they show how they brush their teeth. When the childminder 'forgets' to put toothpaste on the brush, they take it from her and explain what she needs to do.

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

- The childminder is confident describing her educational programme. She explains the focus is on improving children's communication and social skills. The childminder knows where children are in their development. She is clear about what individual children are to learn next. For example, some children are learning positional language. Others are learning to recognise and name numbers and matching quantities.
- The childminder explains to parents what she is teaching their children. Parents receive suggestions about the activities they can do at home with their children. The childminder suggests parents encourage children to match patterns when pairing socks. She encourages parents to count steps with children when they use them. She also reminds parents to emphasise the sound of new words children are learning. This helps parents to support their children's learning at home.
- Children enjoy a variety of well-planned outdoor activities. For example, they plant and tend potatoes and tomatoes. Children learn to identify the ripe tomatoes by colour. They listen to, and follow, simple instructions of how to twist and remove them from the stalks. Children use tools to dig potatoes out of the soil. The childminder brings in appropriate language to describe the vegetables. As a result, children compare and describe the size of the vegetables. They use words, such as 'big', 'bigger', 'small' and 'smaller'.
- The childminder adapts activities when children are not interested. For example, during a hairdressing activity, children lose interest. The childminder is quick to adapt and changes her questions. The questions encourage children to name

the different features on their face. Children find this fun and are happy to join in. They point to their ears, nose, eyes and neck. This shows that they are developing their understanding of spoken English.

- Parent comments about the provider are positive. They write, 'Your big heart has helped shape our kids' minds', and 'Thank you for helping us grow our kids, we will miss you'. This shows parents are happy with the education and care children receive.
- Children enjoy meals and snacks that meet their dietary and cultural needs. The childminder reads stories about different people and their special celebrations. Children enjoy sampling food used in celebrations, such as Eid.
- The childminder makes use of props to help children understand the terms, 'on top', 'behind', 'underneath' and 'under'. For example, she hides a soft toy behind and underneath a cushion. She challenges children to find it and then uses short sentences with the appropriate word. Children repeat what she says and look underneath and behind the cushion showing they understand what she is saying.
- The childminder supports children who speak English as an additional language to develop their skills in the understanding and use of the English language. She names items children use as she talks about what they are doing. The childminder emphasises the correct pronunciation of individual words and repeats them. She also repeats what children say to show that she understands them. This helps to ensure these children start school with a good grasp of the English language. However, the childminder does not make the best use of children's home language. For example, the childminder does not learn or use keywords from children's home language in the setting to help them master the English language more rapidly.
- Children decide when they want to do something else. They go to the sand pit and begin to fill and empty buckets with sand. However, when the childminder interacts at these times her questions are basic. They lack the challenge children usually receive from planned activities. There is nothing for them to think about as they can only answer 'yes' or 'no'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the local child protection procedures. She knows what she should do if she feels a child is at risk of neglect or abuse. The childminder is clear about the role and responsibilities of the local authority designated officer and social care. This helps to ensure the childminder contacts the correct agency. The childminder discussed the 'Prevent' duty and understands why it is in place. The childminder carries out visual risk assessments of the home, resources and equipment. This helps her to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- enhance the use of children's home language in the setting to further support their development and use of English
- strengthen the interactions with children in their chosen activities so they are more highly challenged to help them make swifter progress.

Setting details

Unique reference number	EY418083
Local authority	Wakefield
Inspection number	10117500
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 November 2015

Information about this early years setting

The childminder was registered in 2010 and lives in Wakefield. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

Information about this inspection

Inspector

June Rice

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 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 discussed her curriculum and what she wants children to learn.
- The childminder discussed the intended outcome for children in a planned activity children took part in.
- The inspector looked at relevant documentation and evidence of the suitability of household members.
- The inspector spoke with children and parents and took account of their 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022