

Childminder report

Inspection date:

9 November 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 are happy in this home-from-home environment. They feel relaxed and settle well. Children form strong bonds with the nurturing childminder and her assistant. For example, they climb upon the childminder's knee and ask for her to read stories. They laugh with glee as they listen attentively. Babies snuggle into the assistant, who is highly responsive to their needs. For example, the childminder and the assistant both know which children are quieter and more reluctant and sensitively draw them into play.

Children know the routines of the setting very well. They are confident to access resources in the well-resourced, purposeful playroom. Children behave well. They help to tidy away toys and remember where they belong, putting them away in labelled boxes before eagerly exploring other areas. The childminder and assistant act as positive role models for children. They remind children about the importance of good listening, following instructions and sharing toys with others.

Children's achievements are brilliantly celebrated. Both the childminder and her assistant are passionate about helping children to make progress. When children achieve something new, they share this information and provide lots of praise for children. This helps to raise children's self-esteem and confidence.

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

- The childminder knows what children can do and what they need to learn next. She recognises the impact that the COVID-19 pandemic has had on children's development. For example, the childminder supports children's language skills by introducing new words, reading books and singing songs. This helps to close gaps in children's learning.
- Parents provide information about what children can do when they start. The childminder and assistant observe children's play to assess their learning. They then plan purposeful activities to help them progress. Children use tongs to move small objects to help develop their small-muscle skills. This helps them ahead of their transition to school.
- The resources provided in the playroom clearly match the intent for the curriculum. The childminder considers the age and stage of children's development. For example, babies curiously explore pom-poms and glitter in water-filled bags. Older children sustain attention as they enthusiastically find ways to make jigsaw pieces fit and balance building blocks.
- The childminder uses opportunities to extend children's mathematical knowledge. For example, she models counting as children share plates out on the dining table. Children repeat numbers and display their understanding. They explore concepts of capacity as they are taught about 'full' and 'empty' while

they fill containers with coloured beans.

- The childminder teaches children about the importance of a healthy lifestyle. She talks to them about eating treats in moderation and the importance of toothbrushing. Children learn about road safety and 'stranger danger' while on walks. Older children are provided with a nutritious breakfast ahead of their school day as the childminder recognises how this can support their education.
- Children enjoy the responsibility of carrying out small tasks. For example, they help to set the table before snack time. Children are taught how to chop their bananas using knives, as the encouraging childminder supports them to keep on trying. This helps to develop their independence skills.
- Children have varied opportunities to learn about the world around them. They are curious about the construction vehicles and workers outside the window. The childminder teaches children about the people who help them, such as police officers or on trips to the Post Office. Children are physically active and enjoy being outdoors on outings, where they look at animals and visit parks and play areas.
- Parents and carers are happy with the service they receive. They say that their children enjoy attending. The childminder keeps parents informed about children's days. However, she does not yet ensure that parents receive detailed information about children's development and how they can further support children's learning at home.
- The childminder seeks parents' views to evaluate her setting through regular questionnaires. The childminder and her assistant work very well together. They work hard to update the environment to impact further on children. They are both very passionate about caring for children and enjoy their roles.
- The childminder networks with other childminders in the area to share ideas and update her knowledge. However, she does not yet utilise all opportunities to work with professionals at other settings that children attend. This means that she is not always clear about how to complement and extend children's learning further at her own setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both display a good understanding of their roles and responsibilities to protect children from harm. They complete safeguarding training to refresh their knowledge. They are aware of the signs and symptoms that may indicate that a child is at risk of harm. If they have concerns about children's welfare, they are clear and confident about the processes to follow. The childminder completes daily checks of the premises to ensure that they remain safe for children. Both the childminder and the assistant have undertaken first-aid training. They ensure that they keep a fully-stocked first-aid kit. This helps to ensure children's safety in the event of an emergency.

What does the setting need to do to improve?

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

- strengthen communication and partnerships with parents, so that they are able to further contribute to their children's learning
- develop partnerships with other settings that children attend to create better continuity for children in their learning, to help them make even better progress.

Setting details

Unique reference number	EY420525
Local authority	Wakefield
Inspection number	10229572
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	11 November 2016

Information about this early years setting

The childminder was registered in 2011 and lives in Wakefield. The provision operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Jessica Copland

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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