

Childminder report

Inspection date: 24 October 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

The childminder provides, alongside her co-childminder, a welcoming home-from-home environment where children make good progress. Through a well-planned settling-in process, the childminder gets to know the children and their needs. This supports them to settle with ease. The children experience how to care for pets, and they are supported to handle them with care. As a result, children learn kindness. The childminder has a clear structure and routine, which means the children feel safe and develop self-discipline. For example, they quickly tidy toys away when asked, and get ready to enjoy snack. The childminder uses this time to support children's growing independence through encouraging them to try things for themselves, such as peeling their orange and drinking from a cup. She provides healthy home-cooked meals and adapts her menu accordingly for children with dietary requirements. Parents praise the childminder for 'respecting their child's diet' and for being inclusive, as all children enjoy the same foods.

Children have opportunities to play with other children outside the setting, such as when they attend the local soft-play area. As a result, children develop good social skills, are confident and behave well. The childminder promotes self-esteem, for example by awarding a 'star of the week'. This is shared and children demonstrate pride when they receive the award.

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

- Parents are very happy with the service the childminder provides. Many have accessed the childminder's service for many years. They state they 'love the updates (...) in our child's book each day'. The childminder has developed her communication with parents in order to share information more effectively. This supports children's learning well, both at home and while in the childminder's care.
- Children enjoy learning about how to care for the childminder's pet dogs. Parents are introduced to them when they visit initially. The childminder fully supervises the access children have to the pets, understands the hygiene risks and takes appropriate steps to ensure children's safety.
- The childminder recognises the importance of assessing children's development. She is proactive in completing the progress check for children at age two. She holds meetings with parents to discuss the report. She is responsive to any developmental concerns and works with parents to obtain additional support and intervention for children when needed.
- The childminder supports language development well. Children have easy access to books. She enjoys singing songs with the children and introduces sounds for babies to copy such as 'wooooo' when ghosts fly away. She uses puppets and actions to reinforce vocabulary.

- Children feel safe and secure. Relationships among children and the childminder are positive and respectful. The childminder and her co-childminder are positive role models.
- There is a good selection of resources and children excitedly ask for their favourites. They enjoy building large towers with the soft bricks and playing with the farm set.
- Children hold thoughtful conversations with adults and their friends. They enjoy sharing experiences, such as the new songs they have been singing at school. This demonstrates children's confidence in sharing their ideas and using new vocabulary.
- The curriculum is well organised and there is a good combination of child-led and more adult-led, focused activities to extend children's learning. However, this does not always take into consideration children's existing knowledge and so does not build their next steps of learning.
- Activities and care practices promote the children to become independent and to gain confidence. The childminder and the co-childminder have good links with the local community and the local primary school. This supports children when they transition from her setting to school and pre-school.
- The childminder makes use of the services in her local community, accessing soft-play areas, local parks and museums. Children regularly go on walks and adventures to the local woods and fields. This enhances their knowledge of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs and symptoms of abuse. She can proficiently answer questions and scenarios, which demonstrates her in-depth knowledge with regard to all areas of safeguarding. She knows what to do and who to contact if she had any concerns about a child in her care. She has a clear understanding of the risks with relation to her house and garden and ensures that children are safe at all times. The safety and care of the children are of the utmost priority to her.

What does the setting need to do to improve?

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

- continue to develop an ambitious curriculum, taking into consideration children's existing knowledge and sequence their learning to ensure the best outcomes for the children in her care.

Setting details

Unique reference number	EY435920
Local authority	Wakefield
Inspection number	10259641
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder was registered in 2011 and lives in South Elmsall. The childminder operates all year round, from 7.45am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. She holds a level 3 childcare qualification and works with her daughter as co-childminder. The childminder is in receipt of funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Foley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector took into account parents' views of the setting.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.
- The inspector observed interactions between the childminder and the children.

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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