

Childminder report

Inspection date: 8 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are quietly confident and as the morning passes, they become more relaxed and begin to interact with the inspector. This shows that they feel safe. Children benefit from a well-thought-out environment, which is dedicated to their learning and development. Children select a favourite book and ask for the story to be read. They recall familiar rhymes and take part in the actions to represent the rhyme. For example, children move their fingers in the air to represent a twinkling star. They are very proud when the action is recognised and enjoy singing the rhyme together.

Children are invited to join the assistant in a pretend ice-cream parlour. They scoop dyed mashed potato into plastic cones, and make pretend ice creams. Children use their sense of taste, smell and touch. They talk about the ice creams feeling 'sticky' and after tasting it, realise that it is mashed potato. Children name the colours and the flavours they represent. Children's photos are displayed throughout the setting and are used to indicate their birthdays and achievements. For example, the childminder displays 'proud clouds' with positive comments, such as 'I have taken my first steps independently.' This helps to build children's good self-esteem.

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

- The childminder is clear about her curriculum and how it promotes children's development. The childminder and her assistant closely observe what children are doing and achieving. This helps them to accurately assess their progress and what they need to learn next.
- Children follow good hygiene practices. They wash their hands independently throughout the day. This includes after using the toilet and before and after eating. Children sometimes use wet wipes during messy activities. However, they know when their hands are not clean enough and go to wash their hands properly.
- The childminder gathers information from parents about children's allergies and dietary needs. She takes account of this information when children are encouraged to try different foods. Children choose snacks of apple, banana and a variety of berries and enjoy freshly cooked meals at lunch time.
- Children's growing independence is well promoted. The childminder and her assistant hold back before helping children to fasten their shoes. As a result, children keep on trying and succeed.
- Children learn about the life cycle of butterflies as they listen to and discuss a popular story about a hungry caterpillar. They show the inspector their caterpillars and, with support, explain that they are waiting for them to turn into a chrysalis. Children agree once the chrysalis turns into a butterfly, they will be setting it free.

- The childminder holds regular meetings with her assistant. They work very well as a team and discuss the progress of all the children. The childminder and her assistant agree what children need to learn next and plan activities around those needs.
- Parents have high regard for the childminder and her assistant. They comment that their children enjoy their play, have fun, feel happy and valued, and develop to their potential.
- Children have the use of two dedicated indoor play areas and a well-presented outdoor play area. They safely and independently help themselves to a wide range of resources that take their interest.
- The childminder has well-established relationships with one of the schools which children attend. She shares appropriate information with them about children's well-being and development. However, the childminder is yet to make links with other schools that children will be attending to aid their transitions.
- The childminder and her assistant jointly plan activities to help ensure that children continue to enhance their already good communication skills. However, the questions are not always specific enough to achieve the rapid progress intended. This means that children do not make the exceptional progress intended.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the procedures they must implement should they feel a child is at risk of neglect or abuse. They know the difference between the roles of the designated officer and social care. This means that any concern about a child will be addressed quickly. The childminder and her assistant are aware of the 'Prevent' duty and why it is in place. They discuss the welfare needs of the children that they educate and care for.

What does the setting need to do to improve?

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

- explore ways to engage with the additional settings which children are going to attend and establish a way of supporting children's transitions further
- refine the planning of activities and help children achieve the exceptional level of communication and language skills intended more swiftly.

Setting details

Unique reference number	EY440605
Local authority	Wakefield
Inspection number	10117538
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 0
Total number of places	12
Number of children on roll	0
Date of previous inspection	14 February 2013

Information about this early years setting

The childminder registered in 2011 and lives in Ossett, West Yorkshire. She opens all year round, from 8am till 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

June Rice

Inspection activities

- This is 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 setting.
- The childminder discussed her curriculum and what she wants children to learn.
- 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 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 staff working in the setting.
- The inspector spoke with children and took account of parents 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.

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