

Childminder report

Inspection date: 4 May 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 and settled in the care of the childminder and her assistants. Children are well cared for in the safe, secure homely environment. The outside area has been dedicated as a children's play area. Full weather suits are provided by the childminder, which enables children to access outdoor play in all weathers. The childminder and assistants arrange activities and engage in children's play. This helps to create purposeful play experiences. For example, children enjoy playing with plastic ducks in a water tray. The assistants encourage them to count the ducks and to identify the numbers which are drawn onto the bottom of each duck.

A range of activities are planned following children's interests, while also incorporating their next steps in learning. Each child's next steps are clearly written on the 'Next Steps' train, which is displayed on the playroom wall. This enables everyone to know how to support each child. This information is also shared with parents, along with ideas of how they can support children to achieve these next steps at home.

The childminder places a strong emphasis on supporting children's personal and social skills. This is because she understands the impact COVID-19 has had on these areas. Children are encouraged to develop independence with toileting and self-care skills. They are also supported to learn how to recognise and manage their own emotions and to play sociably with their peers.

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

- The childminder and assistants support children's communication and language skills. They provide a narrative as children play, continually chatting to them about what they are doing. They also ask children relevant questions as they play.
- Regular singing and story time sessions are planned by the childminder. These are delivered in small groups as the childminder supports children to learn to sit and listen. However, when new words like 'reject' arise in a story, explanations are not always given to help children to understand the meaning of the word.
- Emotions pictures are displayed around the room. Children point to these images and are encouraged to identify the different types of emotions displayed. When a child points to an image of a baby and advises the baby is sad, the childminder asks why they are sad. The child confirms it is because the baby needs their milk.
- Supervisions of the assistants' practice are completed by the childminder. While the childminder and assistants discuss and evaluate what has gone well, critical evaluations of their teaching practice and knowledge are not fully completed.

This means targeted coaching and support to further improve everyone's skills and knowledge are not yet fully provided.

- Activities are planned and provided to support children's fine manipulative skills. For example, the childminder understands how play dough and pasta activities support children to develop the muscles in their fingers. This is an important initial step, which prepares children for eventually learning how to hold a pencil correctly when writing.
- When playing with play dough, children demonstrate their good use of imagination. A child approaches the inspector and proudly shows the spider they have made from play dough. Other children remain focused for a long period of time as they discuss with the assistants how they are making kebabs and cakes. The assistants listen to the children and hold conversations with each child, which focus on their particular interest.
- The childminder and assistants follow the lead of children as they play. They make use of conversations as they arise to support children's awareness of safety. For example, when children begin discussing fires, an assistant asks them why they should not touch a fire. Children explain because it may burn them. They also then discuss how a fire fighters can help to put out fires.
- The childminder seeks parents views through questionnaires. Parents have identified they are happy with the childminder's service and how their children feel safe in her care. They confirm they like the information shared on their children's learning and would like to receive this more regularly. From this feedback, the childminder now plans to increase how often this information is shared with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a secure home, where precautions are taken to keep children safe. For example, although children are continually supervised, cupboard locks are an added safety feature in the kitchen. This ensure children do not have access to dangerous chemicals. The childminder and her assistants understand a wide range of possible indicators of abuse. They know the procedures to follow should they have a concern about a child or if allegations are made against an adult working with the children. The childminder follows clear recruitment procedures and ensures Ofsted are notified when she takes on a new assistant. She also asks assistants to make regular ongoing declarations of suitability. This helps to ensure that everyone is suitable to work with children.

What does the setting need to do to improve?

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

- support children to understand the meaning of new words and encourage them

to use them as they increase their vocabulary

- improve the monitoring of practice to more critically evaluate everyone's knowledge and skills to allow for a more targeted approach to support their ongoing development.

Setting details

Unique reference number	EY446735
Local authority	Wakefield
Inspection number	10229608
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 10
Total number of places	12
Number of children on roll	21
Date of previous inspection	16 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Fitzwilliam, Pontefract. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to the childminder and the assistants at appropriate times during the inspection and took account of their views.
- The childminder and inspector carried out a joint observation during a planned activity.
- Parents shared their views of the childminding provision with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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