

Childminder report

Inspection date: 15 March 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 this safe setting. The childminder has procedures to gain information about children when they start. She implements a settling-in period for children, during which she liaises with parents to ensure children settle quickly. The result of this is that children develop secure relationships with the childminder.

The childminder uses her knowledge of the children to plan effective next steps for each child. She makes use of topics and also includes children's interests. This ensures that learning is relevant and personal for the children in her care. For example, to develop children's confidence in messy play activities, the childminder plans porridge play. She takes into account children's needs, adding water gradually as children's confidence increases.

Children are encouraged to become confident learners who develop good concentration skills. The childminder supports this through the experiences she offers. She makes use of the local environment to widen children's experiences. For example, children visit the local library with the childminder and access books that reflect diversity in society. Parents recognise the additional experiences and learning opportunities that the childminder provides. They talk about how children's development has improved as a result of the childminder's provision.

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

- The childminder acts as a positive role model to the children in her care. She plays alongside the children, reinforcing turn taking, sharing and playing together. Children respond well to this and are able to develop effective relationships with each other. For example, they play happily alongside the childminder with the small-world toys, joining in play when invited by the childminder. They respond to each other's play and share the small-world people.
- Good hygiene is promoted by the childminder. The space used benefits from a downstairs toilet and children are encouraged to wash their hands after having their nappies changed. The childminder promotes healthy food and drinks and good oral health practice. Information on these is shared with parents.
- The childminder plans a variety of opportunities to support children's learning in a safe environment. These include daily access to the outdoors, which provides opportunities for children to develop their physical skills. Children are encouraged to select their own resources. For example, a child who is interested in picnics sits and plays with a picnic basket that they have selected. The childminder plays alongside the child, introducing new vocabulary and praising them when they use this in the correct context.

- The childminder has developed secure links with parents. She uses these to discuss children's agreed next steps and to share any concerns. Where there are concerns about children's learning, the childminder seeks appropriate guidance and support to meet their needs.
- The childminder plans for children to develop their knowledge of other religions and cultures. For example, children learn about Eid as they make Eid cards, and they sample Chinese food as they learn about Chinese New Year.
- Children's next steps are planned for effectively, based on information gathered through observations and during the settling-in process. The childminder then plans effective learning opportunities around these. However, she does not always provide children with enough opportunities to practise their skills. For example, children who can climb up and down the stairs are sometimes carried down, which does not help them to further develop their confidence in this area.
- The childminder provides opportunities to introduce new vocabulary to children. For example, when children play with small-world resources, the childminder talks about the characters and introduces new words, such as 'tourist'. In another activity, she introduces words such as 'scatter' and 'stir'. However, there are occasions when the childminder does not use the right terminology, for example calling a pig a 'piggy' and mounds made from porridge oats, 'sandcastles'.
- Overall, children's speech and language are promoted through effective modelling by the childminder. She continually chats to children during their play and daily routines. For example, she talks to the children about their clothing as she changes their nappy. For younger children, she introduces sounds such as 'brmmm' when children are playing with cars outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding children. She is able to identify the different types of abuse and signs associated with these. The childminder talks confidently about the procedures that she would follow if any allegations were made against herself or family members. She can talk about a wide range of safeguarding aspects, for example witchcraft, and how she would access help from outside agencies if she had concerns about a child in her care. The childminder has undertaken recent training in safeguarding and her knowledge is up to date.

What does the setting need to do to improve?

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

- ensure that correct terminology and vocabulary are used consistently when talking to children

- provide consistent opportunities for children to practise the skills they are learning so that their abilities and confidence continue to grow.

Setting details

Unique reference number	EY452018
Local authority	Wakefield
Inspection number	10229629
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in the village of Methley, in Castleford. The childminder provides care each weekday from 6.30am to 6.30pm, all year round. The childminder holds a suitable childcare qualification at level 4.

Information about this inspection

Inspector

Emma Murphy

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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