

# Childminder report

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Inspection date: 25 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 make good progress from their starting points in learning. They have fun as they learn. Children are eager to try new things and investigate, for example, as they make hedgehogs with play dough. They are confident and assertive from a young age. Children lead their own play and demonstrate a can-do attitude towards their learning, which the childminder encourages well.

Children's concentration skills are developing well for their age and they become absorbed in activities. Children develop good early literacy skills. They show an interest in books and are eager to name objects on a variety of posters around the playroom. The childminder is skilful at introducing new vocabulary. However, at times, she uses language that is too complex for children's level of understanding.

Children are happy and settled. They develop secure attachments with the childminder and they readily go to her for cuddles and reassurance. Children seek out the childminder to join in their games and talk to her as they play, sharing what they are doing. Children also develop close and caring relationships with their peers, as they play well together and show each other affection. The childminder provides good support to develop children's emotional well-being.

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

- The childminder works in partnership with parents effectively. She provides parents with ideas about how they can support their child's learning at home. For instance, the childminder encourages daily discussions and the sharing of photographs and information about children's achievements. Parents are complimentary about the childminder and the good progress that their children have made.
- The childminder provides a welcoming and friendly environment for children, where they can help themselves to a good range of toys and resources. Children have good opportunities to move between playing indoors and outside as they follow their interests and direct their play. The childminder knows the children well and provides activities that captivate their attention and she motivates them to be involved.
- The well-qualified childminder uses her knowledge of how children learn to plan a broad range of activities that reflect children's interests, past experiences and individual needs. Children's behaviour is good. The childminder is positive and consistent in her approach and treats children with respect. She offers praise and encouragement in all activities and daily routines. This helps to support children's good progress and raise their self-esteem.
- The childminder promotes children's understanding of the natural world and she talks to them about what they can see, hear and feel during activities. For

example, children explore different textures and colours as they sort objects into different pots during a Halloween activity. The childminder makes sure that this activity directly links to children's next steps in learning. She is skilful at incorporating children's learning into any activity they take part in, which demonstrates good-quality teaching.

- The childminder promotes children's good health. Children enjoy many opportunities to play outside and to develop their physical skills in the garden or when visiting local parks. They show determination as they refine their skills, for example, when throwing and kicking a ball or using a scoop to pick up conkers hidden in the sand tray. The childminder promotes children's independence well as they choose and cut up fruit at snack time and serve themselves.
- The childminder is kind and gentle in her interactions. Children learn and develop across a broad range of activities. The childminder gives good emphasis to promoting children's communication and language skills. Children are eager to copy new words and engage in simple conversations. However, the childminder occasionally uses language that is above children's level of understanding, for example, when asking them questions. This can cause children to lose focus during some activities.
- The childminder values the importance of keeping her knowledge up to date. She conducts online research and undertakes training to help to further develop her skills. This helps the childminder to gain fresh ideas for the benefit of the children she cares for. The childminder meets with other childminders, shares information and exchanges ideas to keep updated and to continually improve her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities associated with child protection. She is confident to identify and swiftly respond to safeguarding concerns in an appropriate manner, if required. The childminder has clear procedures in place and attends training to make sure that her knowledge is up to date. She understands how to recognise children who may be at risk of harm or neglect, or of being exposed to extreme behaviours and views. The childminder completes effective risk assessments to ensure that her home remains a safe and secure environment for children, which promotes their safety and well-being.

## What does the setting need to do to improve?

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

- use more appropriate levels of language to further support children's understanding and speaking skills, particularly when asking them questions.

## Setting details

<b>Unique reference number</b>	EY422698
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10072159
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	19 October 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Lofthouse, Wakefield. She operates all year round from 7.30am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4.

## Information about this inspection

### Inspector

Lindsay Dobson

### Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector observed activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection. The inspector took account of parents' views through their written comments.
- The childminder spoke to the inspector about her plans for ongoing professional development and continuous improvement.
- The inspector looked at a selection of documents, including evidence of suitability checks, the first-aid certificate and public liability insurance.

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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