

# Childminder report

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Inspection date:

20 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, safe and nurturing environment for children to grow and develop. Both herself and her assistant have developed secure bonds with children and their families. The majority of parents have been with the childminder for several years and are extremely happy with the level of care. The childminder regularly attends professional development network meetings and shares good practice with her assistant. She ensures he is aware of how to meet children's individual needs. The childminder has a wealth of experience in supporting children with additional needs and meeting their specific medical requirements.

Children show they feel safe with the childminder and her assistant. Young children explore independently and benefit from established routines. They show confidence in communicating their needs, and the childminder is very responsive towards them. Older children begin to develop some of the skills they need for school. The childminder focuses on helping them to develop their early literacy and mathematical skills. Children's behaviour is positive. Older children show kindness and share resources with younger children. The childminder and her assistant use praise consistently to help children understand behavioural expectations.

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

- The childminder gathers information about children's likes and preferences. She uses her assessments and observations to plan challenges which extend children's learning. For example, older children show an interest in farm animals. The childminder provides resources which encourage imaginative play and teaches children about where food comes from and the names of baby animals.
- The childminder and her assistant encourage children of all ages to enjoy stories and develop early reading skills. Children have access to a wide range of books and listen intently as the childminder reads to them. However, there are times when the childminder asks closed questions which prompt one-word answers from children. This does not encourage older children to build on their vocabulary and use sentences to describe what they can see.
- The childminder understands how to help children develop the skills they need to prepare them for future learning. She builds on their experiences. For example, she regularly takes children on trips out of the setting to build on their awareness of the wider world. Children thoroughly enjoy trips to the seaside and develop their confidence exploring water.
- The childminder understands the importance of working in partnership with other settings children attend, such as schools. She has built effective relationships with teachers to promote good communication and continuity for children.

- The childminder is skilled at extending children's learning during unplanned experiences. For example, children begin to line up animals, and the childminder encourages them to count. She continues to provide challenge until children show they need support and offers praise when they go beyond 12. Children show pride in their achievements and keep persevering to develop their new skills.
- The childminder and her assistant provide clear, consistent boundaries for children's behaviour. They have high expectations and encourage children to be kind, well-mannered and polite. Children develop good levels of confidence and self-esteem. This has a positive impact on their emotional well-being.
- The childminder provides children with healthy, nutritious meals. She ensures all children can be included at mealtimes and has a very good awareness of those with allergies and specific dietary requirements.
- Overall, the childminder teaches children how to keep themselves safe and healthy. For example, she teaches children which foods they can have and talks to them sensitively about food and drink they cannot have. However, older children's awareness of online safety could be developed so they understand some of the risks when using technology.
- The childminder and her assistant regularly reflect on how to make improvements and develop the setting to meet the needs of children. Recently, younger children have joined the setting, and the childminder and her assistant have enhanced safety measures and risk assessed the access to resources.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety. She completes specific risk assessments for children who have allergies and has robust action plans in place in case of emergencies. In addition, she ensures her assistant is aware of the procedures to follow so any incidents can be managed swiftly. The childminder and her assistant complete regular training for child protection. They know how to identify signs of abuse and are confident to report any concerns about children's welfare. The childminder has a good awareness of wider safeguarding issues, such as her responsibilities under the 'Prevent' duty.

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

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

- enhance ways to help children to develop their communication and language skills fully and build on their vocabulary
- build on children's awareness of how to keep themselves safe, particularly when using technology and online resources.

## Setting details

<b>Unique reference number</b>	321908
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10072869
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	22 July 2016

## Information about this early years setting

The childminder registered in 1981 and lives in Horbury. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector during planned activities indoors.
- The inspector looked at relevant documentation, including evidence of the childminder's and her assistant's suitability to work with children. She discussed children's learning and development with the childminder.
- Parents provided written and verbal feedback. The inspector took account of their views.
- The inspector spoke to the childminder, her assistant and the children throughout the inspection.

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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