

Childminder report

Inspection date: 11 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure with the childminder and her assistants. They enjoy the opportunity to choose what they want to play with. For example, they choose the bricks and show their enjoyment in building. As they build, the childminder and her assistants talk to the children about how high their tower is and encourage them to make it taller. Children behave well and enjoy spending time with their older and younger peers. Older children play in a friendly way with younger children and do not hesitate to share the resources with support from staff. The childminder and her assistants encourage children to keep themselves safe. Children happily follow the tidy-up routine together. The childminder and the assistants know the children and families well. They identify children who might need support to get to their next step in learning. They share this information appropriately with parents and other agencies. This helps children to receive the right support and make progress in their learning and development.

During the COVID-19 pandemic, the childminder has made changes so that parents do not enter the setting. Parents explain that they feel they have time at the door to speak to the childminder and do not feel rushed. The childminder also displays information for parents on the window so they can look at it as they wait to drop off or pick up their child.

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

- The childminder and her assistants sensitively encourage children's personal, social, and emotional development. They help children of all ages to play together and take turns. This helps younger children to understand the first steps in learning to play with others.
- Children understand the routines and boundaries in the setting. They line up to go for their snack and use the hand sanitiser before entering the kitchen. They sit patiently at the table, where they choose what fruits they would like to eat.
- The childminder uses observations and assessments to find out what children already know and can do. She plans opportunities that help children to develop across all seven areas of learning. However, opportunities to move children on to the next steps in their learning are sometimes missed, such as knowing what children can do physically to help them practise and develop their physical skills further.
- All children are engaged in their learning. For example, the assistant encourages children to count the coins as they slot them into the sorter. The assistant models the number names as she does this and children join in as this is repeated.
- The childminder and her assistants model language to the children. They repeat words back to children as they are developing their speech. This helps children

to hear and repeat the correct pronunciation of words.

- Children enjoy listening to stories. The assistant chooses a story linking to autumn, which the children show an interest in. They start the story by introducing the title and the author of the book. Children show their excitement and begin to join in with the repeated sentences in the story. When the assistant pauses, the children join in with excitement saying, 'the stick man, the stick man, the stick man'.
- Occasionally, older children are not given enough time to think of their own ideas. For example, when children are building, the assistant gives suggestions of what they have built. They do not consistently pause for children to provide their own ideas. This means that older children do not always get the opportunity to use their thinking skills.
- The childminder supports the assistants well. Assistants talk about how they are accessing additional training to help them to improve. The childminder provides suggestions and feedback to the assistants as they play with the children, helping them to improve their practice.
- The childminder uses the key-person system effectively. She knows children's interests and uses these to support them in transitions. This helps to develop children's confidence in new situations. Parents comment that they feel supported and that their children are ready for the transition to another setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supports assistants to understand their safeguarding responsibilities. Assistants and the childminder explain what they would do if they had concerns about a child. They confidently explain the procedure for if an allegation was made against them or a member of the household. The environment is planned to ensure that children are safe and secure when using different areas. Children are encouraged to tidy up before moving to another area, which keeps the environment free from hazards. The childminder talks to older children about being safe online. The childminder and assistants demonstrate knowledge of wider safeguarding issues, including grooming and 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:

- develop the curriculum further to ensure children's next steps for learning are fully identified and planned for
- build on children's thinking skills and allow them time to consider their own ideas and suggestions.

Setting details

Unique reference number	EY453416
Local authority	Wakefield
Inspection number	10113876
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 9
Total number of places	18
Number of children on roll	29
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2012 and lives in Ackworth, near Pontefract. She operates her childminding service all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a maximum of two assistants during opening hours.

Information about this inspection

Inspector

Katherine Lakes

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's 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 that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their views of the setting with the inspector.
- Assistants spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021