

# Childminder report

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Inspection date:

9 March 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children are happy and settled in this setting. Children who speak English as an additional language receive good levels of support to develop their language skills. They show delight when they dance to songs and share stories in their home language. The childminder gathers information about children's interests and next steps in learning from parents and other settings they attend. She takes these into account when planning her curriculum. However, children are not supported to make the best possible progress because the quality of education is not consistently good.

Children behave well. The childminder reminds them about being kind and sharing. She helps children to understand why some behaviour is not acceptable and the effect that unwanted behaviour has on others. Children are beginning to understand why good health and hygiene is important. However, the childminder does not promote their understanding of good oral health. She does not fully support their independence to prepare them for the move on to school. In addition, fresh drinking water is not always available to children.

Parents are positive about the childminder and her assistants. They say they are caring and loving. During the COVID-19 pandemic, the childminder helped parents to continue children's learning at home. Parents say communication about children's learning is good. They say their children are confident in the setting.

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

- The childminder finds out from parents what stage children are at in their development. She completes observations to identify children's next steps in learning. The childminder also finds out what children are working on in nursery school. She uses the information she gathers to plan a broad curriculum that covers all areas of learning. However, the childminder does not implement her curriculum effectively. Adult-led activities often do not focus enough on what children need to learn next. As a result, they are not challenged to make the best possible progress. In addition, during child-led play, children do not always benefit from high-quality interactions with the childminder to enhance their play and extend their learning.
- Nevertheless, children enjoy some group activities where they build relationships, learn to take turns and develop their physical skills. For example, the assistant encourages them to roll a ball to each other. The youngest children sit on the childminder's knee to share a home-made book. They smile at the pictures that show children and activities they are familiar with. Children use a range of media during craft activities to create pictures, such as glitter and tissue paper. They learn to hold a paint brush, which helps them to develop

some of the skills they will need for early writing.

- The childminder uses additional funding to buy books to support children's early literacy skills. She shares the books with parents so that they can read them at home with their children. The childminder helps parents to understand the impact that having a dummy can have on children's speaking skills. She has a secure knowledge of where to seek support children for children with special educational needs and/or disabilities.
- Children have access to the childminder's garden where they can enjoy developing their physical skills in the fresh air. They have trips off the premises to parks and woods where they can explore the natural environment. Children celebrate national events, such as Mother's Day where they learn about people who are special to them.
- The childminder helps parents with children's personal care routines, such as toilet training. She explains to children why they must wash their hands before eating and after using the toilet. However, the childminder does not consistently promote children's independence, or good oral hygiene. Children do not have fresh water readily available to them. Instead, they have juice in cups with lids, including children who are old enough to drink from a cup without a lid. In addition, the childminder does not provide children with cutlery appropriate to their age.
- The childminder and assistant are keen to improve their skills. They access training to increase their knowledge and understanding, such as supporting children who have autistic spectrum disorder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a suitable understanding of safeguarding. They demonstrate a secure understanding of wider child protection issues, such as the risk of children being groomed. The childminder has appropriate procedures in place to check that staff are suitable to work with children. She ensures her staff's knowledge of reporting procedures is up to date. The childminder shares her policies and procedures with parents. She teaches children about how to keep themselves safe. For example, they learn about the dangers of talking to strangers and how to cross the road safely.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
make fresh drinking water available and accessible to children at all times	16/03/2022

always promote children's good health, with particular regard to oral health	16/03/2022
carefully consider the individual needs, interests, and development of each child cared for, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development	08/04/2022
help children to become increasingly independent in managing their personal needs, such as providing them with crockery and cutlery that is appropriate to their age.	08/04/2022

## Setting details

<b>Unique reference number</b>	EY446532
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10213727
<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 at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	1 November 2018

## Information about this early years setting

The childminder registered in 2012 and lives in Castleford. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder works with assistants. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Nicola Dickinson

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder and her assistant about how they evaluate the provision.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Children spoke to the inspector about their activities.

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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