

Childminder report

Inspection date: 22 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are very happy, settle quickly and develop warm relationships with this kind and gentle childminder. They understand the daily routines well and show a keenness to join in and take part in all activities. Children show high levels of care and respect for one another, especially older ones, who are kind, patient and tolerant. Children behave very well. They listen attentively when the childminder explains the rules and boundaries in place to keep everyone safe and happy. For example, on the walk to and from school, children remain vigilant as they cross the roads, looking out for cars. They respond well to the childminder's gentle safety reminders, such as 'careful walking on the stairs'. They are frequently rewarded with a big hug for good listening and being kind.

Children thoroughly enjoy playing alongside the childminder, who encourages them to explore and investigate their surroundings. For example, children enjoy the challenge of making animals and biscuits out of dough. They show increasing control, deep concentration and delight in their achievements. The childminder offers praise and support to help children to keep on trying and build resilience. For instance, they learn to take the top off yoghurt pots and use a spoon. This helps ensure that they develop confidence and a strong desire to learn.

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

- The quality of care and education has significantly improved since the last inspection. The childminder has addressed all actions and recommendations. For example, attendance records are accurate and record the times that children and visitors attend. She has undergone safeguarding training online to update her knowledge. She has strengthened her focus on children's risk and improved the safety of the stairs.
- The childminder has re-evaluated her whole service following training. For example, she has considered the needs of the early years children attending and has rearranged the play areas and resources for each child. This has improved their concentration and communication skills.
- The childminder has taken steps to develop and improve her knowledge and skills, to ensure she can meet the needs of children with special educational needs and/or disabilities (SEND). Overall, the quality of the childminder's teaching is good. She uses her new knowledge well to help children make progress in their learning, and is keen to develop this further by accessing more training.
- The childminder has a proactive attitude in sharing information with parents, external professionals and when children attend local schools alongside her care. This provides continuity in children's learning.
- Parents comment that they are happy with the service the childminder provides.

They recognise the progress their children are making. They receive information with ideas that they can follow, to continue their children's learning at home.

- The childminder helps children to make healthy choices and to be physically active. Children enjoy dancing to music and action songs. They walk to local parks, where they can run energetically and climb. Children benefit from home-cooked meals and use cutlery with increasing confidence.
- The childminder designs an educational programme that accurately prioritises children's individual needs and builds successfully on children's prior understanding. Children make good progress, particularly in their personal, social and emotional skills. However, at times, the childminder does not give children enough time to answer her questions or work out a solution to a problem themselves. She jumps in too quickly to help children with the answer, which does not help develop their thinking skills.
- Children benefit from the childminder's running commentary. This, as well as engaging stories, singing and rhyme times, helps children continually build and extend their vocabulary. The childminder effectively supports children who show a delay in speaking. For example, she helps them to use actions, so that they can make their needs known. However, the childminder has identified that further training to extend her skills in supporting children with communication delay will further benefit them to even higher levels.
- This experienced childminder places a strong focus on meeting children's needs. She has worked with the local authority and has acted on their guidance to make improvements that benefit the children, particularly those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to meet the safeguarding and welfare requirements. She has refreshed her knowledge in every aspect of children's welfare and knows how to protect children from harm. She has a secure knowledge of the signs that may indicate children's neglect or abuse. She knows and understands the local procedures to follow to report any safeguarding concerns. She has updated her knowledge on wider safeguarding issues, such as risks associated with extremism and organised crime groups.

What does the setting need to do to improve?

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

- extend skills in recognising how to fully explore and support children's own ideas during their play and activities
- further develop skills used during children's play and learning, to enhance communication and language development in all children.

Setting details

Unique reference number	EY436228
Local authority	Wakefield
Inspection number	10251759
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 May 2022

Information about this early years setting

The childminder registered in 2011 and lives in the Agbrigg area of Wakefield, West Yorkshire. She operates her provision all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 2.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises the provision and how she ensures it is safe and suitable for children. They discussed the curriculum and her aims for what she wants children to learn.
- Children spoke to/communicated with the inspector during the inspection about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children and the impact this has on children's learning.
- The childminder and the inspector discussed how she supports children with SEND.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder met a parent and considered parents' views from written feedback questionnaires.

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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