

# Childminder report

---

Inspection date: 28 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

The childminder builds strong relationships with children and knows them well. This helps them to develop their personal, social and emotional skills. The childminder helps children to learn how to share the resources and become familiar with routines. She models language well and helps children to build their communication skills. For example, in a shape-sorting activity, she gently corrects and keeps repeating the correct words for toddlers who try words they have learned so they get it right next time.

Children are safe and happy and enjoy playing with the variety of resources and activities available. The childminder organises her room to enable children to access activities that they are interested in. There are plenty of books, which both younger and older children enjoy looking through. Children are settled and familiar with the routines. They enjoy a variety of activities, both indoors and outdoors, including visits to soft-play centres and parks. The childminder has clear intentions for all the children in her care and where there are weaknesses identified, she develops strategies to address these. For example, she spends one-to-one time with a child, encouraging language and communication using a variety of activities based on the child's interest.

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

- Overall, the childminder has a secure understanding of the areas of learning she teaches. She is able to track children's development using her knowledge and observations to assess what they can do and what they need to learn next. This helps to promote positive outcomes for children and helps the childminder to plan and sequence her curriculum.
- The childminder is well organised with her routines and knows the children well. She plans activities to nurture their interests and encourage their learning. Children learn to be independent, ready for school. For example, young children are encouraged to fasten their shoes and older children change their clothes.
- The childminder has a calm and consistent approach when supporting children's behaviour. She uses lots of positive praise like, 'Well done,' and 'That's great.' This encourages children to develop their self-esteem and confidence.
- Children have plenty of opportunities to develop their early mathematical skills. For example, when making play dough, they count the number of scoops and measure the water and oil into the bowls. The childminder prompts by counting numbers and children repeat numbers back.
- Children develop their large and small motor skills to help them build their muscles in preparation for early writing. For example, they use their hands to mix water with sand and use spoons, scoops and shape cutters to make sand cakes.

- The childminder has positive long-standing relationships with parents and early years professionals who are involved in the children's care. She shares information about children's learning, development and progress. This ensures that all those involved with children provide a consistent approach. Parents say they are happy with the information they receive and feel that the children develop well under the childminder's care.
- Children are curious and confident learners. They demonstrate a positive attitude to learning, eagerly taking part in activities that are both adult-led or free choice. However, the childminder has not fully thought through how she can help children to learn about diversity and celebrate their similarities and differences in order to embrace their cultural background and know what makes them unique.
- There are a wide variety of toys, books and resources to keep younger children engaged, both indoors and outdoors, which are easily accessible. However, the childminder has not thought about how she can plan her environment more effectively to support older children's independent learning to build further upon their skills and knowledge.
- The childminder supports healthy lifestyles. She ensures that children drink plenty of water and wash their hands to get rid of germs. She helps to support parents to ensure that children's lunch boxes have healthy items included. This helps children to understand the importance of healthy eating and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her child protection responsibilities. She ensures that her safeguarding training is refreshed regularly. She has a good knowledge of the potential signs and symptoms of abuse and neglect. The childminder knows how to report safeguarding concerns to the relevant agency. The premises are safe, with gated areas indoors and a securely fenced off garden. The childminder is mindful of children's health and well-being during warmer days. For example, she encourages children to wear sun cream and sun hats while playing outdoors. During school pick-ups, children are securely transported in a buggy. This all helps to keep children safe.

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

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

- help children to learn about diversity and celebrate their similarities and differences in order to embrace their cultural background and know what makes them unique
- implement the curriculum even more effectively to support older children's learning to a higher level.

## Setting details

<b>Unique reference number</b>	EY369272
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10295400
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 December 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Featherstone on the outskirts of Pontefract. She operates during term time, from 7.30am to 5.30pm Monday to Wednesday, 7.30am to 4.30pm Thursday and 7.30am to 4pm Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Sipra Deb

## Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- 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 and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents to seek their views.
- The inspector reviewed relevant documentation.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023