

# Childminder report

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Inspection date:

28 September 2023

<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

Children have close relationships with the childminder and her assistant. The childminder provides a warm, homely environment for children. She values each family highly and interacts positively with them. The childminder and her assistant focus on developing secure attachments with children from the very beginning. For example, most children that attend speak English as an additional language. The childminder and her assistant greet each child in their individual home language. This helps children to develop a sense of belonging.

The childminder has high expectations of children. Children have a clear understanding of boundaries and rules, such as expectations around sharing toys and resources during play. The childminder supports all children to make independent choices. She presents children with a wide range of resources. The childminder and her assistant know that it is important for children to play with new and unfamiliar resources. For instance, young children gain confidence when exploring clay for the first time. They display high levels of motivation as they pat, slice and smell the clay. As children investigate the clay, the childminder and her assistant introduce the names of the resources they are using. For instance, they explain they can add pasta, shells and conkers to their models. This helps to develop children's imaginations and vocabularies.

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

- The childminder and her assistant have high expectations for children's behaviour. They have effective routines and boundaries in place. For instance, the childminder provides gentle reminders, such as 'sharing is caring' and 'we walk inside', which helps children to understand what is expected. As a result, children's behaviour is good.
- Children benefit from a healthy and nutritious home-cooked menu. The childminder encourages children to try new foods. She encourages children to serve themselves food and access their own drinks. Furthermore, children help to set the table and clear away after meals. Children's care needs are adequately promoted, as they follow suitable hygiene routines, such as handwashing and blowing their noses. This helps to support children's self-care skills and prepares them for their move on to school.
- The childminder and her assistant ensure that their interactions with children are of a high quality. They encourage children to remember what they have been taught. For example, children remember the name of shapes and colours as they investigate coloured objects. However, at times, the childminder and her assistant do not closely consider what individual children need to learn next as they implement activities.
- Parents speak highly of this warm and welcoming setting. They explain that they

receive detailed feedback about their children's progress and are given advice about how to extend their children's learning at home. Parents particularly appreciate the support which their children receive with speaking their home language at the setting. The childminder gathers vital information from parents about what children know and can do when they first start at the setting. However, she does not use this information to plan effectively for children's learning from the very beginning. That said, parents comment that they are 'extremely happy' with the service that they receive.

- The childminder reflects on her setting closely and is keen to continually improve her practice. She supports her assistant very well. The childminder carries out regular supervision meetings. The childminder and her assistant complete regular training to help keep their knowledge up to date.
- Children are immersed in a language-rich environment. Support for children who speak English as an additional language is very good. The childminder and her assistant sing songs in English and in children's individual home languages. Furthermore, the childminder has a wide range of books in different languages. Children select their favourite stories and eagerly share them with the childminder and assistant. This helps children to extend their speaking and listening skills.
- Children have regular opportunities for children to exercise in the fresh air, for example, during walks in the locality and visits to the park. Children have opportunities to take appropriate risks. They regularly access the childminder's garden, where they can climb, run and push their friends on the swing. The childminder provides opportunities for children to visit the library and the museum. This gives children the opportunity to learn about the wider community.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children. The childminder and her assistant have attended recent safeguarding training to keep their knowledge up to date. They have a good knowledge of the signs that might indicate a child is at risk of harm. The childminder and her assistant demonstrate a sound knowledge of the procedures to follow if they have a concern about the welfare of a child in their care. They know the procedures to follow should an allegation be made against them or anyone in the household. The childminder completes effective risk assessments to ensure that the environment is safe for children.

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

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

- enhance teaching, so that it consistently focuses on what children need to learn next
- use the initial information gathered from parents to plan for children's learning effectively from the very beginning.

## Setting details

<b>Unique reference number</b>	EY462475
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10304849
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	2 February 2018

## Information about this early years setting

The childminder registered in 2013. She lives in Eastmoor, Wakefield. The childminder works with an assistant. She operates all year round, from 7am to 5pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

### 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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key 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.

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