

Childminder report

Inspection date: 11 January 2024

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

The provision is good

The childminder creates a calm and loving environment. Children are settled in this friendly home. They demonstrate that they are confident, happy and content. Children move around with confidence from an early age and self-select toys they want to play with. The childminder is a positive role model. She provides guidance and effective strategies to promote children's positive behaviour, well-being and safety. For example, the childminder praises children and speaks to them with respect. She gently reminds children to say 'please' and 'thank you', to help to develop their manners. Children learn to be independent in preparation for school. For example, they learn how to put on their own coats and shoes. Children pour themselves a drink and wash their hands before they eat. The childminder regularly meets up with other childminders, so that children can play together and learn good social skills.

Children benefit from an engaging curriculum. They have opportunities to develop their health and physical skills in many ways. For example, children climb on soft-play resources indoors and are involved in activities outdoors each day. They play football and go on trips to parks and other open spaces. The childminder provides children with healthy snacks and encourages parents to provide their children with nutritious packed lunches. Children accompany the childminder to the local market, where they buy fruit and vegetables. These experiences also help children to learn about their local community.

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

- The childminder supports children's literacy skills well. Children confidently choose from a selection of books. Young children climb onto the childminder's lap and help her to carefully turn the pages. The childminder talks to children about what they can see in the pictures and helps to develop their language and communication skills.
- The childminder provides a good range of easily accessible resources to support children's learning across all areas of the curriculum. She knows children well and assesses their learning closely. The childminder uses this information to establish what children already know and to plan for their next steps in development. However, on occasion, she does not respond swiftly to children's changing interests.
- Partnerships with parents are good. The childminder uses a range of methods to keep in contact with parents, including providing verbal feedback and sending them photos of their children. When children start, the childminder gathers a range of information to develop an understanding of children's individual care needs, routines and stage of development. Parents' written comments note that the childminder is approachable and that they feel warmly welcomed.

- The childminder uses a variety of methods to keep her knowledge up to date. For instance, she has developed good links with other childminders in the area and listens to webinars. The childminder prepares for upcoming changes by reading new materials and attending training courses. She uses this information to help her to consider how she can enhance her practice.
- Children build strong bonds with the childminder, who is kind and caring. They learn new vocabulary to develop their communication and language skills. For example, the childminder repeats words such as 'pattern' and 'squish' as children explore paints. However, on occasion, the childminder does not consistently extend and build on children's learning during activities. For example, she identifies that children are not fully engaged in activities but does not act quickly on this to extend their learning.
- The childminder works effectively with other settings that children attend. She has developed good relationships with these during the many years of interactions. The childminder regularly shares information to help to enhance children's experiences and maintain continuity in their learning.
- The childminder ensures that her curriculum incorporates special occasions and celebrations from around the world, such as Chinese New Year, Burns Night and Australia Day. She helps children to develop an awareness of cultures and traditions and supports them to understand and respect their similarities and differences with others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- respond quicker to individual children's interests to enhance the good teaching even further
- enhance and build on children's learning at every opportunity to help raise outcomes for children to the highest possible level.

Setting details

Unique reference number	EY425388
Local authority	Wakefield
Inspection number	10305199
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	1 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	14 February 2018

Information about this early years setting

The childminder registered in 2011 and lives in Ossett. She operates all year round, from 7.30am until 5.30pm, Monday to Thursday, and from 7.30am until 5pm on Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 inspector observed the quality of interactions during activities, both indoors and outdoors.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as the attendance register and insurance.
- The inspector completed a joint evaluation of an activity with the childminder.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning

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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