

# Childminder report

<b>Inspection date</b>	2 July 2019
Previous inspection date	9 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and confident in the childminder's care. The childminder has a caring rapport with children and is attentive to their individual needs. Children form strong bonds with the childminder. This helps to promote their emotional security.
- The childminder closely monitors children's learning and development. She promptly identifies where children are at risk of falling behind and quickly puts appropriate interventions in place to help them catch up. As a result, children make good progress.
- The quality of teaching is good. The childminder places a strong focus on developing children's communication and language skills. For example, she talks to them and asks questions to encourage their thinking skills. Children eagerly name colours and count animals.
- The childminder provides a welcoming environment. She interacts well with children and encourages their independence, such as providing opportunities for them to choose toys and resources for themselves. Children excitedly choose which books to read and enjoy taking part in the actions of the story.
- Occasionally, the childminder does not use the outdoor area as well as possible to extend the interests of children who prefer to play and learn outside.
- The childminder does not always make effective use of all professional development opportunities to extend her knowledge and skills further.

## What the setting needs to do to improve further

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

- enhance the use of the outdoor area to offer children who prefer to learn outside further play and learning opportunities
- make greater use of ongoing professional development opportunities to extend knowledge and skills to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Ruth Moore

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her child protection knowledge up to date. She is confident with the procedure to follow should she have any concerns about a child's welfare. She supervises children well and maintains a safe environment for them. The childminder evaluates the setting by thorough consultation with parents and children on a regular basis. She uses the information she receives to make continual improvements for children's learning and development. Parents comment positively about the childminder and children say they feel safe in her care.

### Quality of teaching, learning and assessment is good

Partnerships with parents are strong. The childminder works closely with parents to gather information about children's individual needs and their achievements when they first start. She regularly speaks to parents so she can adapt routines and activities to match children's changing requirements. The childminder knows each child very well. She observes and assesses children continually to gain an accurate view of their development and plans effectively for the next steps in their learning. The childminder uses every opportunity to support parents to move their children on to their next phase of learning at home. Children show high levels of involvement in play that stimulates them. For example, children use wooden resources, taking time and problem solving to build an extended track for the trains.

### Personal development, behaviour and welfare are good

Children's behaviour is very good. The childminder speaks to children respectfully and provides gentle and appropriate reminders to help children to understand what is expected from them. The childminder consistently gives children chances to develop their understanding of the benefits of a healthy lifestyle. For example, children choose their preferred fruits for snack and are offered nutritious meals. They have regular opportunities to develop their physical skills and benefit from fresh air and exercise. Children delight in learning to use stilts and playing ball games. They enjoy a wide range of opportunities to explore the local community and the world around them. Children really enjoy walking a borrowed dog in the woods and going on trips to the seaside. Children follow good hygiene routines. For instance, the childminder teaches them the steps of handwashing.

### Outcomes for children are good

Children make good progress and have a positive approach to learning. They enjoy joining in with favourite songs and rhymes and listen attentively as the childminder reads favourite stories. They squeal with delight when dancing and doing forward rolls. Children are very independent and confident. They are outgoing and constantly chat to the childminder about what they are doing. Children especially enjoy exploring the patterns the different tools make in paint. Children are developing the skills they need in preparation for their move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY268350
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10112676
<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</b>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	9 December 2014

The childminder registered in 2003 and lives in Wombwell. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

