

# Childminder report

---

Inspection date: 3 September 2019

<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	Outstanding
----------------------------------------------	-------------

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

### The provision is good

Children are happy and feel secure in the childminder's care. Babies benefit from lots of positive physical interaction, which helps them to feel emotionally secure. Children confidently talk to the inspector, quizzing her about what she is doing. They find their own toy laptops and sit with the inspector, using their imagination as they play. Children behave well and are motivated to learn. They are encouraged to pack toys away before getting other resources out. They recall a simple rhyme saying, 'Choose it, use it, and put it away' as they do this.

The childminder supports children's learning through play. She monitors their progress and uses their interests to provide stimulating activities. Overall, children's communication and language skills are promoted well. The childminder and her assistant talk to all children during everyday care routines and activities as they play. However, when they ask children questions, they do not always allow children enough time to think about what has been asked and respond with their own thoughts and ideas.

The childminder oversees the work of her assistants, which includes keeping children safe from harm. However, she does not monitor the quality of teaching effectively. This results in training opportunities not being sufficiently focused on further improving their knowledge and skills, so that children make the best possible progress.

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

- The childminder successfully supports children's learning through planned play, building on their prior knowledge and skills. This prepares them well for their future learning. She uses opportunities as they arise to ensure children are challenged across all areas of learning. For example, children are encouraged to count how many cars they can see when they are on outings or to identify the different numbers which are painted on the school playground.
- Children benefit from a range of physical outdoor play opportunities in the childminder's garden. The childminder supports children to develop independence with their personal hygiene routines, including potty training. Babies enjoy playing on activity mats. Their physical skills develop as they stretch, kick and reach up to touch the toys on the activity gym.
- The childminder understands the importance of developing children's language and literacy skills. Children access a wide range of books. Older children's awareness of other cultures, religions and of internet safety is promoted through stories and discussions. Noise-activated toys and textured books provide babies with opportunities to explore using their senses. As children get older, the childminder encourages their pencil control. They progress from tracing over

simple letters to attempting to write their name.

- Older children recall and enjoy singing nursery rhymes with the childminder. When speaking with children, the childminder uses the correct pronunciation of words, which she encourages children to listen to and repeat. The childminder quickly identifies children with possible speech delay, sensitively highlighting these concerns to parents so that further support can be obtained. However, the childminder and her assistant often ask children lots of questions in quick succession. This results in children not being left with enough time to think and respond with their own thoughts and ideas.
- Children enjoy playing with their peers. They learn to share, take turns and to use good manners. The childminder provides children with lots of praise and encouragement. She talks to children when they display any unwanted behaviour, helping them to learn right from wrong.
- The childminder monitors her provision and reviews the work of her assistants. However, these reviews are more focused on supporting children's well-being. This leads to training opportunities being centered on maintaining first-aid certificates and updating child protection knowledge. The childminder is not critically evaluating the quality of teaching and the impact this has on children's learning well enough. This results in targeted support not being provided to help raise the quality of teaching and children's learning to the highest level.
- The childminder works closely with parents and other providers. Information is shared and exchanged to support children's ongoing care and learning. Parents confirm that they are provided with settling-in sessions and asked for lots of details about their children's individual needs, routines and development. This creates a positive experience when their children first start in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are aware of the indicators of abuse and understand the procedures to follow if they have concerns about a child. The childminder's home is securely maintained and risk assessments are undertaken to identify and minimise potential hazards. Children are well supervised on outings and when being escorted to and from school. They are also closely supervised when in contact with the childminder's dog, and the garden is checked before use to ensure it is safe and suitable for children to play in.

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

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

- provide more time for children to think and respond to questions with their own thoughts and ideas to enhance their learning

- strengthen the monitoring of teaching practice and use professional development opportunities to raise the quality of teaching and children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY373786
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10117446
<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>	0 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	28 July 2014

## Information about this early years setting

The childminder registered in 2008 and lives in Barnsley, South Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3. The childminder works with up to two assistants.

## Information about this inspection

### Inspector

Melanie Arnold

### Inspection activities

- The childminder explained to the inspector how she organises her provision and supports children's learning.
- The inspector spoke with the childminder, the assistant, children and parents at appropriate times during the inspection.
- The inspector and childminder evaluated an activity being led by the assistant.
- A range of documents were sampled during the inspection, including training certificates and public liability and car insurance 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 2019