

Childminder report

Inspection date: 9 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's company. They are safe and well cared for. The childminder spends time to get to know the children and their families when they first join her setting. Parents comment on how quickly and confidently their children settle in and feel at home. The childminder provides a bright, stimulating and welcoming environment both indoors and outdoors. Children have a lot of fun because the childminder frequently makes learning a game, built on children's interests and enthusiasms. For example, she brings children's storybooks to life with role play and soft-toy characters and puppets. Children are well behaved and develop positive attitudes towards their learning. They contribute to developing the routines and simple rules of the setting. The childminder encourages children to take their turn and consider the needs of others. The childminder has high expectations. She is ambitious for children to succeed in all aspects of learning and development. She calmly and persistently helps children to tackle new challenges and stay on task. Children love the many opportunities to learn about the world around them when they go on their nature trails or visit local parks and other places of interest.

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

- The quality of teaching is good. The childminder consults closely with parents when children first join her service to ascertain children's care routines, such as sleep patterns, dietary needs and interests. She uses accurate observations of children's play to help identify their next steps for learning and plan exciting and interesting activities.
- The children are developing the essential skills needed for their future learning. She strongly promotes their sense of curiosity and problem-solving skills. For example, they search for bugs and animals around the garden to match to their charts and pictures or create towers and bridges with their construction bricks.
- The childminder has effective partnership working with other professionals. She shares invaluable information, which helps to provide a consistent approach to children's care and learning. Children benefit from well-planned adult-led activities that encourage physical development. For example, they develop their fine manipulative skills when they use ladles and pour sand, and use their large muscles in games in the garden.
- The childminder supports children's communication and language development well. She skilfully asks questions and encourages children to form their own ideas and express themselves. Children enjoy many familiar songs, rhymes and stories. These contribute strongly to their developing imagination, vocabulary and dexterity with language.
- Children make good progress in all their learning. The childminder reinforces development of children's key skills throughout their play. For example, children

'pay' for their goods in the role-play shop by handing the childminder different numbers and colours of balls and working out the change together. Children increase their familiarity with letters and words by finding hidden labels around the room.

- The childminder works well with parents. She keeps them extremely well informed about their children's progress and produces detailed reports regularly, such as their two-year progress checks. Parents are highly delighted with the care the childminder provides and would strongly recommend her provision to anyone.
- The childminder is a very good role model. She forms strong bonds with the children. This helps to support their emotional well-being and good behaviour. She constantly models politeness and consideration and expects the children to do the same. Children's achievements are valued. For example, the childminder displays the children's highly creative artwork, writing and pictures of children and family around the playroom.
- Children learn to appreciate different views, cultures and beliefs through, for example, well-chosen stories and learning about different festivals and celebrations.
- The childminder is reflective and ambitious to consistently improve. However, she does not fully focus training and development opportunities on raising the quality of teaching to the highest levels.
- The childminder supports children's transition to school well. However, links with some settings children attend while in her care are not always fully established to ensure the greatest consistency in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of procedures to follow should she be concerned about a child's welfare. The childminder regularly updates her safeguarding training. This means that she has an in-depth knowledge of recent safeguarding issues, such as children being exposed to extreme views and behaviours. The childminder regularly reviews her policies and procedures to reflect current information. She is always vigilant and ensures children play in a low-risk environment.

What does the setting need to do to improve?

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

- build on the training and development procedures to focus on raising the quality of teaching to even higher levels
- strengthen the partnerships with other settings children attend to fully support consistency in their learning and development.

Setting details

Unique reference number	EY542715
Local authority	Barnsley
Inspection number	10090429
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Barnsley. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector and the childminder observed and evaluated activities.
- The inspector held a number of discussions with the childminder. He 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.

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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