

# Childminder report

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Inspection date: 24 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	Not applicable

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

### The provision is good

Young children who are new to the setting show good levels of confidence. They are clearly at ease and have secure emotional attachments to the childminder. Children show that they feel safe as they readily approach her for a cuddle or a favourite story. Young children happily choose what they want to play with, from toys and resources that promote most aspects of their learning well.

The childminder plans varied play experiences and has high expectations of what children can achieve. She successfully builds on what children already know and can do and prepares them well for future learning. She does so in partnership with parents. Children and parents actively share their views, for instance through questionnaires and surveys, contributing to the childminder's self-reflection. The childminder is now considering how she can build on her professional development as part of this.

The childminder models good manners, respect and being kind and caring. She encourages children to maintain a safe, calm and orderly environment, to help sustain their focus and concentration. The childminder makes tidy-up time fun and engaging. Young children behave well, are motivated and show a positive approach to learning new skills, such as threading. They beam with delight and pride as the childminder praises their achievements.

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

- The childminder gathers comprehensive information about new children's routines, uniqueness and development, including through personalised care plans. This enables her to start building a picture of, plan for and complement children's individual care and learning needs. Children benefit from a consistent approach.
- The childminder uses her observations and assessments to focus planning on children's next steps for learning and considers children's interests well in most respects. However, the childminder does not fully facilitate young children's curiosity in sensory materials when considering the range of available resources.
- Parents are well informed about and involved in their children's learning. For example, they add to their child's home-learning books and the childminder sends home activity ideas and packs. These encourage parents to make autumn-themed bags, for instance, and support early mathematics and literacy. She works with parents to promote children's love of reading at home, for example, through her book-exchange scheme.
- The childminder introduces initiatives from leading child protection charities that help children learn to keep themselves safe and protected. Furthermore, she provides information for parents on her noticeboard to help them teach children

about online safety.

- The childminder enthusiastically sings songs with young children, uses puppets and builds on their developing speech by modelling language well. She introduces a narrative to enhance younger children's pretend play as they place items into the toy shopping trolley.
- The childminder carefully selects stories based on young children's experiences, knowledge and interests. Young children carefully study and point to the pictures of animals seen on a recent trip to the farm. The childminder holds conversations that help young children to recall their learning. For example, she asks if they can remember when they went to buy vegetables for the pet rabbits.
- Young children have ample opportunities to develop small-muscle control in readiness for pre-writing. For example, they feed laces through a variety of threading resources as the childminder introduces early counting. Young children also place large curtain rings on the wooden holder with great precision.
- Young children enjoy daily routines. They show good independence skills and follow instructions at mealtimes. They engage in appropriate handwashing routines and make healthy food choices, which help to promote their physical well-being.
- Children learn about difference in many ways. They find out about each other's special celebrations. Children send postcards, for instance to elderly local residents. Younger children observe positive images of diversity through varied resources.
- Although the childminder evaluates her practice well overall, professional development is not specifically focused to extend her skills even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with current and wider safeguarding issues and has a good knowledge of possible indicators of abuse or neglect. She fully understands how to report concerns of a child protection nature, to help promote children's welfare. The childminder supervises children at all times. The home and garden are secure. The childminder effectively uses risk assessments and safety checks to identify and remove hazards so that children play safely.

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

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

- enhance the organisation of resources, to build on children's interests in sensory media and materials and optimise their learning opportunities
- focus professional development more sharply on raising the overall quality of teaching and provision to an even higher level.

## Setting details

<b>Unique reference number</b>	EY548538
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10108319
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Athersley North, Barnsley. She has an assistant registered for emergency back-up care only. The childminder operates Monday to Saturday, from 6am to 7pm, all year round, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Ayo

### Inspection activities

- The inspector observed areas used for childcare purposes, activities indoors and the interactions between the childminder and children.
- The inspector held a number of discussions with the childminder. She looked at a variety of documents, children's records of learning and evidence of the suitability of persons living in the household.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector viewed questionnaires completed by children and feedback given by parents in pre-inspection letters and surveys.

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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