

# Childminder report

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Inspection date:

27 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children have strong attachments with the kind and caring childminder. They feel safe and secure and enjoy their time at the setting. They involve the childminder in their play and experiences. For example, children sit close by the childminder as they listen carefully to 'The Gingerbread Man' story. They look closely at the pages and excitedly choose puppets to represent the different characters. Children are eager to read the story back to the childminder once she has finished, and they remember key events in the story.

The childminder is positive and interacts naturally with children. She offers lots of praise and encouragement as children share and take turns. Children are well behaved and polite. The childminder has high expectations for their behaviour and teaches them right from wrong. Children develop positive attitudes to learning and have a can-do attitude. For instance, children try to join carriages to a train as they play. The childminder encourages children to persist until they succeed.

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

- The childminder takes time to get to know individual children's personalities well. She knows what children can do and what they need to learn next. The childminder plans a range of fun and stimulating activities to support children's learning and development. At times, the childminder misses some opportunities to develop children's understanding of numbers and counting to the highest level during routines and activities.
- The childminder successfully supports children's developing communication and language skills. She engages children in conversations, models language during play and introduces a wide range of words to extend children's vocabulary. For example, as children play in the pretend kitchen, the childminder names objects and describes them.
- The childminder is a good role model and introduces activities effectively so that children understand what is expected of them and what they will be doing. Children enjoy the responsibility of carrying out small tasks, such as helping to set up a painting activity. They pour paints into a pallet and mix different colours. Children are engaged and motivated in their play and learning.
- Children's physical health is promoted well. They enjoy plenty of fresh air and opportunities to be active. The childminder provides children with a range of fruit and vegetables daily. Mealtimes are a social occasion where children laugh and giggle with each other. They learn about the importance of a healthy diet and practice good hygiene procedures.
- Children learn about the world around them through the well-planned experiences the childminder provides. They visit the local playgroup, park and library regularly. Children notice changes in the environment and enjoy going on

nature walks, where they collect different objects to use in their play.

- The childminder is experienced and keeps her knowledge up to date through attending regular training courses and network meetings. She shares ideas and suggestions with other early years professionals to enhance her practice.
- The childminder has established good relationships with parents. She keeps them informed about their children's learning and development. There is a good exchange of information between the setting and home. The childminder offers advice and shares suggestions on how parents can further support children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms of abuse and neglect. She knows the correct procedures to follow to report any concerns she may have about a child's welfare. The childminder is aware of wider child protection issues, such as radicalisation and exploitation. She has robust policies and procedures in place, which help to keep the children in her care safe. The childminder checks that the premises and equipment are safe for children to use and minimises potential hazards.

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

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

- extend opportunities for children to develop their understanding of numbers and counting during routines and activities.

## Setting details

<b>Unique reference number</b>	302692
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10106227
<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 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	27 April 2015

## Information about this early years setting

The childminder registered in 1996 and lives in the Darton area of Barnsley. She operates all year round from 8.30am to 2.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Clare Cotton

### Inspection activities

- The inspector held a number of discussions with the childminder throughout the inspection. They completed a learning walk to understand how the early years provision and the curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to and interacted with children during the inspection.
- The inspector looked at a sample of documentation. This included evidence of the suitability of persons living in the household.
- 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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