

Childminder report

Inspection date: 3 October 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 confident, independent and determined. They choose the toys they would like and the childminder is always ready to join in their play. Younger children are very busy during their time with the childminder and enjoy lots of different activities. They build towers, sing songs and pretend to make cups of tea. The childminder keeps track of children's development and identifies what they need to learn next. She successfully builds their vocabulary and introduces colours, shapes and numbers as they play. However, children do not always have enough time to follow through their own ideas.

The childminder has high expectations of what children can do for themselves. They relish the challenge of making their own sandwiches and can tell visitors where they should put their shoes. Children form secure attachments with the childminder, and sensitive support during daily routines helps younger children to feel confident. They listen to instructions that help them learn to manage their behaviour and keep themselves safe.

The childminder continually evaluates her practice to identify some areas for improvement. However, professional development has not been targeted on deepening her understanding of high-quality teaching methods.

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

- Children love learning new words and being able to name the things they see around them. They enjoy pointing out the different colours of the stacking cups and delight in singing the song 'Head, Shoulders, Knees and Toes'. The childminder repeats it with them so they can join in more each time. She names the animals they can see on the toys and children quickly tell her the noises they make.
- The childminder provides resources and opportunities to develop children's physical skills. Children show good control as they build with stacking cups, connect bricks and spread their bread with butter. Younger children begin to show an interest in making marks with pens. The childminder uses outings in the local area to give children the chance to climb and move in bigger spaces.
- Children listen carefully to the childminder when she shows them how to do something. They are determined to use the buttons and dials on a toy toaster, and confidently ask for help. They watch as the childminder shows them what to do and will keep trying even when it is difficult. The childminder praises their efforts.
- The childminder uses children's play well to target what each child needs to learn next. For example, she shows children how they can take it in turns to add a brick to the tower they are building. However, children do not have enough

opportunities to explore interesting resources and develop their own ideas. The childminder's interactions can sometimes direct children to use toys in a particular way without giving them time to experiment first.

- Parents are very pleased with the care and education the childminder provides. The childminder builds good partnerships with them. They regularly share information about children's day-to-day needs and the things they enjoy doing. The childminder gathers the views of parents to help her to evaluate her setting.
- The childminder has strong partnerships with the other settings children attend and the local school. She regularly finds out what children have been learning at nursery so she can use this in her setting. Teachers value the information she provides to help them get to know children before they start at school.
- The childminder has made good use of support from the local authority adviser to help her refine how she monitors children's progress. However, the training she has completed since she registered has not focused on further strengthening her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise concerns about a child's welfare. She ensures she attends training to refresh the knowledge she needs to be able to identify the different signs and symptoms that a child might be at risk of harm. The childminder regularly reviews her procedures and keeps up to date with local guidelines. She knows how to respond if someone was to make an allegation against her or a member of her family.

What does the setting need to do to improve?

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

- strengthen teaching to provide children with more opportunities to create and follow their own ideas
- make better use of professional development that is focused precisely on strengthening a deep understanding of high-quality teaching strategies.

Setting details

Unique reference number	EY550477
Local authority	Barnsley
Inspection number	10123453
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Shafton, Barnsley. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Alison Byers

Inspection activities

- The childminder discussed with the inspector how she organises her environment and how she decides what children need to learn next.
- The inspector observed the childminder and children playing together. She evaluated the quality of teaching with the childminder.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedures.
- The inspector took account of the views of parents from the childminder's own questionnaires. She talked to children during the inspection.
- The inspector observed daily routines and viewed the areas of the premises used for childminding.

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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