

Childminder report

Inspection date: 15 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident learners. The childminder creates a learning environment where they independently choose from a variety of interesting resources. Children select materials and experiment with using them in different ways. The childminder joins in children's explorations and helps them to solve problems. She skilfully motivates and challenges children as they play. They become engaged in their learning and are keen to show her what they can do. The childminder is very experienced and in the main, knows children well. She is in the process of changing how she checks children's learning to make sure it is quick but also rigorous.

Children know what is expected of them during daily routines. They help tidy away toys, wash their hands before lunch and older children confidently manage their own personal needs. The childminder explains simple boundaries to help children understand risks, feel safe and behave well. Since her last inspection, the childminder has developed a new space for children to play in. She continually reviews how children use the space and the toys they enjoy playing with. However, some aspects of the childminder's evaluation have not been meticulous enough to identify all possible areas for improvement.

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

- Children delight in reading books with the childminder. She uses puppets and her voice to create excitement and entice children to join in. Children listen carefully and understand the story. They try wiggling like a snake and giggle as they tickle the purple prickles on the puppet. Children are keen to have a go with the puppet and the childminder repeats parts of the story to reinforce their learning.
- The childminder knows what each child enjoys doing. She helps children experiment with putting different resources down large tubes. They work out how to connect the tubes and talk about which car travels the furthest. The childminder helps them think about where to put the tubes so they can reach them without climbing on the table.
- Children carefully watch the childminder and rise to the challenges she sets them. She talks about what she is doing as she uses tweezers to pick up and move different-coloured teddy bears. Children are then eager to show her they can do it too. They show determination and start to match different colours. They relish the praise they receive when they try hard.
- The childminder has a good understanding of child development and, in general, knows what she would like each child to learn next. She discusses children's learning with parents if there is a possible concern about the progress they are making. However, an efficient and comprehensive way of checking children's

learning to inform more specific planning is not fully embedded in practice.

- Children freely access a variety of toys that help them refine their physical skills. They enjoy using tools to hammer shapes into cork boards using small pins. Peg boards encourage them to use their fingertips and tweezers develop the strength in their hands.
- The childminder uses children's play to introduce new language and ideas. She talks about different sizes and asks children if they can find the 'biggest' teddy bear. Children experiment with using numbers in their play. The childminder carefully counts objects with children and they start to say some numbers in the correct order.
- The childminder has close links to the local nursery and school. Children who attend her setting after nursery enjoy the different play opportunities she offers. They experiment with using pens and practise forming some letters. The childminder uses the strategies teachers have shared with her to help children learn to hold a pen correctly.
- The childminder attends a variety of training with the local authority. She gathers new ideas and keeps up to date with any changes. However, she is not always completely thorough in evaluating all aspects of her provision and sharing this information with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She makes good use of training to keep her knowledge up to date. The childminder has procedures in place to keep children safe when they play simple games on electronic devices. She discusses with parents her rules for older children who bring mobile phones into her setting. The childminder knows how to respond to any allegations against herself or family members. Children know her pets well and the childminder risk assesses how to keep children safe.

What does the setting need to do to improve?

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

- make sure methods for checking children's development are easy to use and rigorous enough to identify really challenging next steps for their learning
- thoroughly evaluate all aspects of how the provision is organised to identify specific areas for improvement and share these with parents.

Setting details

Unique reference number	EY217828
Local authority	Barnsley
Inspection number	10061467
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	12
Number of children on roll	20
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 2002 and lives in Wombwell, Barnsley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4 and 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 the children need to learn next.
- 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 procedure.
- The inspector observed the childminder and children playing together. She evaluated the quality of teaching with the childminder.
- The inspector observed daily routines and viewed the areas of the house and garden the childminder uses.
- Parents provided written letters about the service the childminder provides. The inspector took their views into account. She spoke to children during the inspection.

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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