

Childminder report

Inspection date: 13 November 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

The childminder is experienced and dedicated to providing good standards of care and learning for children. She has high expectations of children and a good understanding of their development. Children show that they feel happy, safe and secure with the childminder. She provides an enjoyable and stimulating environment, and responds to children's interests. For example, she prepares sensory activities and baskets of resources to encourage babies to develop their physical skills and move around. Older children have access to a wide range of creative resources and enjoy choosing the different activities they would like to participate in. Children are consistently eager to join in with experiences. They have good levels of confidence and can communicate their preferences effectively.

The childminder has developed effective partnerships with other settings that children attend, such as nursery school. She gathers information from teachers to enable her to plan activities to complement children's learning. For example, children have been working on recognising letter sounds and the childminder continues this in her setting. The childminder provides clear and consistent boundaries for children to understand behavioural expectations. Children's behaviour is very positive. The childminder supports them to manage their feelings and take turns.

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

- Children show excitement and enjoyment on arrival to the childminder's home. They are keen to share their experiences from nursery school and show a readiness to engage. The childminder listens to children and responds to their conversations. This helps them to feel valued and has a positive impact on their self-esteem.
- The childminder is a very good role model for children. She consistently praises children when they use good manners and gently reminds them to share resources. The childminder has a firm, fair and consistent approach to managing children's behaviour. This has a positive impact on their well-being and they develop good social skills.
- The childminder helps older children to develop their emerging literacy skills needed for reading and writing. For example, she responds to children's interests in letter sounds and helps them to identify other objects with the same sound. Children show excitement in sharing their toy snakes and delight as they say the sounds together.
- The childminder models clear language to children and helps them to develop their mathematical and communication skills. For example, she uses words such as 'half', 'quarter', 'big' and 'small' when children are using the dough. However, on occasion, she does not provide children with enough time to share their

knowledge when she asks questions.

- The childminder uses her knowledge of children's development to plan activities and challenge them to make progress. For example, older children are encouraged to develop their independence and some of the skills they need for starting school full time. They learn how to dress themselves and change from their uniforms. The childminder offers lots of support and helps them, when appropriate.
- The childminder encourages children to make healthy choices. For example, they have a selection of fresh vegetables and fruit at lunchtime. Children know to wash their hands thoroughly before meals and after using the toilet. The childminder regularly takes children out to the local park and other places in the community. She provides opportunities for physical play, exercise and fresh air.
- The childminder regularly uses support from the local authority adviser to help her to reflect on and develop her practice. She gathers feedback from parents, which is very positive. However, the childminder has not focused on her own professional development to raise the quality of her teaching to an outstanding level.
- The childminder has developed ways to gather further information from parents. This helps her to get to know about the experiences that children have already had and plan for new challenges. For example, she provides younger children with resources for painting and helps them to develop their creativity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends courses to help her confidently identify signs of abuse and neglect in children. She knows how to act swiftly if she has concerns about a child's welfare. The childminder has an up-to-date knowledge of wider safeguarding issues. She gathers information from the local safeguarding partnership to help her build an awareness of wider safeguarding issues, such as female genital mutilation and radicalisation. The childminder helps children to begin to learn how to keep themselves safe and manage small risks. For example, they start to use knives safely to butter their bread and understand they need to take care on the bigger chairs.

What does the setting need to do to improve?

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

- allow children further time to think and respond to questions so that they can share their knowledge further
- reflect on ways to raise the already good quality of teaching to help children make even more progress.

Setting details

Unique reference number	EY417717
Local authority	Barnsley
Inspection number	10074627
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector during planned activities indoors.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children. She discussed children's learning and development with the childminder.
- Parents provided verbal and written feedback. The inspector took account of their views.
- The inspector spoke to the childminder and children throughout 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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