

Childminder report

Inspection date: 16 January 2020

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 provides children with a welcoming family environment where they feel happy and safe. Younger children who have just started in the setting enjoy cuddles and reassurance to help them feel settled. The childminder has high expectations for children. She places a strong focus on helping children to understand the importance of being kind, taking turns and understanding the impact their actions have on others. Children behave well and are supported by the childminder's clear guidance. They use good manners and are polite. Children make rapid progress in communication and language. The childminder introduces them to new words to extend their vocabulary, such as 'diplodocus' and 'grasshopper'. Older children begin to use more complex sentences and are keen to share past events. For example, they talk about the people they saw when they visited the fire station. The childminder is exploring more ways to help children who struggle to communicate through spoken language. Overall, children have good opportunities to learn about the natural world and their community. They travel by public transport to different places. Children regularly use the Trans Pennine trail and go to the market to buy different foods, such as spices and fish.

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

- Children enjoy a mixture of adult-led activities and child-initiated play. They are confident and independently access resources, some of which reflect their interests, such as building blocks. However, at times, the childminder does not fully consider children's different ages and stages when planning. This means, on occasions, younger children are not highly engaged and motivated to learn more.
- Children have free access to a wide range of story books. The childminder uses books well to promote their early literacy skills. She encourages older children to use the pictures to tell the story. Children fill in missing words and predict what might happen next. They have opportunities to practise early writing skills using whiteboards.
- The childminder promotes mathematics very well through children's play and activities. She supports older children to identify numbers. They know which numbers are missing from a sequence and identify what comes before and after a given number. Children begin to understand that whole objects can be divided into smaller pieces, for example when cutting up their fruit.
- The childminder supports children's transition into school well. Children attend groups in the school nursery, which helps them become familiar with the environment and staff. The childminder makes sure children can use the toilet independently and can recognise their name, put on their coat and shoes and use a knife and fork competently.
- Children develop their physical skills and spatial awareness by using ride-on toys

to pedal, push and steer. However, the childminder is not always perceptive to children's emerging lines of enquiry during activities outdoors. As a result, she does not fully support them to extend their learning. For instance, she overlooks the opportunity to help children understand why there are less bugs in the garden now the weather is cold.

- The childminder supports younger children's communication skills effectively. She uses good eye contact when talking to children and names objects for them. The childminder affirms children's attempts at communication, repeating their words and pronouncing them clearly. Children enjoy singing their favourite nursery rhymes and copying the actions.
- Partnerships with parents are highly effective. The childminder frequently shares information about children's stages of development. Parents are involved in identifying children's next steps in learning. They comment that the childminder is very supportive and communication is excellent.
- The childminder works closely with her co-childminder to review her practice and maintain high standards of care and learning. She accesses training and reads widely to build on her knowledge and skills. The childminder links with other early years providers to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection procedures. She can identify the signs that indicate a child may be at risk of harm. She has a good knowledge of wider child protection issues, such as county lines and cuckooing. The childminder encourages children to keep safe within the setting. For instance, children tidy toys away and sit down when eating. The childminder supports older children to keep themselves safe. She gives them clear guidance about the dangers of using electronic equipment and accessing information online.

What does the setting need to do to improve?

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

- be more perceptive to children's emerging lines of enquiry in the outdoor environment and expand the opportunities for them to build on their knowledge
- consider carefully how activities can be adapted to children's different ages and stages, so that all children are engaged successfully and highly motivated to learn more.

Setting details

Unique reference number	EY461731
Local authority	Barnsley
Inspection number	10061460
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	10 September 2015

Information about this early years setting

The childminder registered in 2013 and works from the home of her co-childminder in Penistone, Sheffield. She operates all year round from 7.30am to 6pm, Wednesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder gave the inspector a tour of the premises. She explained what resources were available to children and how the setting is organised to support their play and learning.
- The childminder explained the planned curriculum. The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector about their learning throughout the inspection. The inspector held a number of discussions with the childminder and co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through discussion and 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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