

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in the setting. The childminder is kind, caring and nurturing and children develop secure attachments with her. They cuddle up close as they listen to stories about bears. The childminder interacts positively with children and skilfully asks questions to extend their knowledge and thinking. Children talk about what they can see in the pictures and make links to their own experiences.

The childminder is a good role model and has high expectations for all children. She implements clear rules and boundaries and teaches children the difference between right and wrong from an early age. Children are well behaved and polite. They say 'please' and 'thank you' as they make requests and ask for help.

Children develop positive attitudes to learning and have a 'can-do' approach to tasks. They are kind and considerate and build strong friendships with each other. Children play cooperatively together, especially as they engage in various role-play scenarios. For example, they pretend to go to the shops or visit their grandma on their bikes outside.

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

- The childminder knows the children in her care very well. She takes time to settle new children into the setting and finds out a range of information from their parents. For instance, she asks about children's routines, likes and dislikes and what they can do. The childminder uses this information to plan activities to support children's learning and development.
- The setting is well organised and there are a wide range of resources for children to access. Children move freely around the childminder's home and choose what they would like to do. They are confident and self-assured individuals who are becoming more independent. However, at times, the childminder completes tasks for children that they are able to do for themselves.
- The childminder observes children as they play to see what they know and understand. She assesses their learning and plans exciting and stimulating activities to captivate children's curiosity and desire to learn.
- The childminder plays alongside children and is positive in her interactions. Children are imaginative and develop good social and communication skills.
- Children learn about the world around them through the extremely well-planned activities that the childminder provides. They visit various places in the local community as they learn about different people and ways of life. For example, children visit the fire station, dentist, doctors, opticians, library and shops.
- The childminder helps children learn about the importance of physical exercise. Children have plenty of access to fresh air and play outside daily. They enjoy

riding on bikes and play in the spacious garden.

- Mealtimes are a social occasion where children enjoy a range of healthy food. However, the childminder does not fully support children to learn about good hygiene practices, such as washing their hands before they eat.
- Parents speak highly about the childminder and the service she provides. They describe her as being warm, welcoming and friendly. Parents praise the environment and wide range of activities on offer. They say the childminder personalises children's learning to complement their individual characters.
- The childminder establishes good professional relationships with additional settings that children attend. She regularly shares information about children's development so that she can extend their learning further. For instance, children's knowledge of liquids and solids is extended further as they explore ice with the childminder.
- The childminder reflects on her practice and her provision. She seeks regular feedback from parents and keeps her knowledge and skills up to date. The childminder attends regular training opportunities and brings the knowledge she has acquired back to the setting to make improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows effective strategies to keep children safe. She regularly risk assesses her environment and minimises any potential hazards. The childminder teaches children about being safe in her home and on outings. She keeps her safeguarding knowledge up to date. The childminder is aware of what signs and symptoms might indicate a child is at risk of harm. She knows the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- improve opportunities for children to complete tasks they are capable of doing by themselves to help them gain further independence
- support children to develop their self-care skills consistently and learn about good hygiene practices, such as washing their hands before meals.

Setting details

Unique reference number	302891
Local authority	Barnsley
Inspection number	10117199
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 June 2014

Information about this early years setting

The childminder registered in 1994 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has an appropriate level 2 qualification.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held a number of discussions with the childminder throughout the inspection. She looked at a sample of documentation, including evidence of the suitability of persons living in the household.
- A joint evaluation of an activity was completed by the inspector with the childminder.
- Parents' views were considered through written feedback provided and discussions with a parent.
- The inspector spoke to and interacted with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020