

Childminder report

Inspection date: 22 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 creates a welcoming and homely environment where children thrive. She organises this well to promote children's independence and confidence. Children choose where to play and access a good mix of adult-led and child-initiated activities. Children are safe and secure in the setting and enjoy the time they spend with the childminder. When children arrive, they eagerly run into the setting to join in with the fun and exciting activities on offer. The childminder gets to know the individual children she cares for and what makes them unique. She supports children who speak English as an additional language particularly well. The childminder speaks to them in English and their home language to fully support their understanding and language development. For example, children pretend to make snowmen and dress them in hats and scarves. Children use the word for scarf in their home language and the childminder echoes it in English.

The childminder is a good role model and has high expectation for children's behaviour. She has clear rules and boundaries in place and uses praise and encouragement to reinforce children's positive behaviour. Children are well behaved and polite.

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

- The childminder is experienced and knows how children learn and develop. She finds out what children know and understand through her observations and assessments. The childminder uses this information to plan activities which support children to make progress and develop skills for the future. The childminder asks parents about their children's achievements at home and what they are interested in so she can extend this in her setting. Incorporating children's interests into her activities engages and motivates children to learn.
- The childminder plays alongside children and is generally positive in her interactions. She talks to children and asks them questions to support their thinking skills. However, the childminder does not always give children enough time to respond to one question before moving on to the next.
- Children's physical development is supported well. They enjoy daily fresh air and have plenty of opportunities to be active. Children enjoy singing and dancing with the lively and energetic childminder.
- Children learn about the local environment and different people through the variety of outings the childminder provides. Children enjoy taking the childminder's dog for a walk and visiting places of interest, including the library, park, playgroup and farm.
- The childminder is particularly good at promoting children's mathematical development. She introduces counting, number recognition and language for shape, space and measure into everyday activities. Children make their own fruit

salad for snack and talk about the size, shape and colour of the fruits they are using. As children cut up their fruit, the childminder introduces language such as 'big', 'small' and 'half'.

- The childminder encourages children to share and take turns during activities to support their personal, social and emotional development. For example, children take turns to choose props from a basket to indicate which song they would like to sing.
- Self-evaluation is effective. The childminder reflects on her setting and the activities she provides for children. She seeks the views of children and parents to drive forward improvements.
- The childminder keeps her knowledge and skills up to date and has engaged in numerous training opportunities, including undertaking an early years qualification. She brings what she has learned to the setting to improve outcomes for children.
- Partnerships with parents are strong. There is a good exchange of information between home and the setting. The childminder keeps parents informed about children's learning and development using a range of strategies, including online learning journeys. They work closely to provide continuity in children's care and education.
- The childminder has established good links with additional settings that children attend. She finds out what children are doing at school and nursery so that she can enhance children's learning and development further in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what signs and symptoms might indicate a child is at risk of harm. She understands how to identify and report any concerns she may have about a child's safety or welfare. The childminder keeps her safeguarding knowledge up to date. She is aware of wider child protection issues, such as exploitation, radicalisation and bullying. She keeps the children in her care safe. She regularly checks that the premises and equipment are safe for children to use and minimises any potential hazards.

What does the setting need to do to improve?

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

- give children enough time to respond to questions before moving on to the next, to fully support their thinking and communication skills.

Setting details

Unique reference number	EY470520
Local authority	Barnsley
Inspection number	10075594
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 April 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Wombwell area of Barnsley. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate level 3 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
- Two joint evaluations of activities were completed by the inspector and the childminder.
- A number of discussions were held between the inspector and childminder. The inspector looked at a sample of documentation, including evidence of the suitability of persons living in the household.
- The inspector spoke to and interacted with children during the inspection.
- The inspector took account of the views of parents through 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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