

Childminder report

Inspection date: 24 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 warm, welcoming and homely environment that inspires children's curiosity. She plans activities based around children's interests and what they need to learn. Children enjoy reading the story 'Handa's Surprise' and take part in a wide range of related activities. For instance, children delight in sorting fruit and vegetables, investigating different animals and exploring African music and instruments.

Children are happy and safe in the setting and form secure attachments with the childminder. They listen carefully to her and follow the rules and boundaries in place. Children are well behaved and respectful. They develop close friendships and play cooperatively together. Children take turns to ride on cars and bikes outside, laughing with glee as they go faster. Partnerships with parents are good. The childminder keeps parents informed about what children are doing and learning in her setting so that they can support children's learning at home. Parents are happy and speak highly about the childminder and her setting. They describe the childminder as being kind, caring and supportive, and always cheerful and positive. They say their children benefit from attending the setting and praise the range of activities and outings the childminder offers.

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 provides a broad and well-thought-out curriculum that supports children to make progress in their learning and development. Children develop positive attitudes towards learning and demonstrate a 'can-do' approach.
- The childminder knows the children in her care well and what makes them unique. She observes children as they play to find out what they know, understand and can do. She assesses children's learning and plans activities to suit each child's individual personality.
- The childminder quickly identifies any gaps in children's learning and supports them to achieve through the activities and experiences she offers. The childminder works well with parents and other professionals to ensure children receive the support they need. Children with special educational needs and/or disabilities are supported well.
- The childminder successfully divides her attention between children and meets their physical and emotional needs well. Although the childminder interacts positively with children and joins in with their play, she sometimes misses opportunities to extend children's critical thinking and problem-solving skills further.
- The childminder supports children's communication and language development well overall. She speaks clearly to children and repeats words and phrases back

to them so that they can hear the correct pronunciation. However, the childminder does not always consider noise levels and the impact this has on children's listening and attention skills.

- Children's physical skills are supported well. They have opportunities to play outside daily and enjoy a wide range of experiences in the childminder's garden. Children delight in using chalks to make marks on the patio. They draw shapes and numbers as they explore mathematical concepts.
- Children manage their own risk and learn about keeping safe as they explore outside. They negotiate the different levels of the childminder's garden well and have fun using slides of differing heights.
- Children enjoy a range of outings that help them to learn about the world around them and different people. They visit local parks, playgrounds, cafes and the supermarket as they develop their knowledge and skills.
- Routine activities are used to promote children's learning. Children learn about good hygiene practices and develop their independence. They are polite and use good manners. For example, they say 'please' and 'thank you' when given fruit for snack. Mealtimes are a social occasion where children chat to each other and the childminder.
- Self-evaluation is effective. The childminder reflects on her setting and the opportunities she provides for children. She is passionate about her role and keeps her knowledge and skills up to date. The childminder attends training and network meetings with other childminders. She brings information back to the setting to enhance activities and support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps the children in her care safe. She regularly assesses the environment and removes potential hazards from her setting. The childminder talks to children about keeping safe in her home and when out and about. She knows what signs and symptoms might indicate a child is at risk of harm. The childminder understands the correct procedures to follow and who she should contact about any concerns. She keeps her safeguarding knowledge up to date and is aware of wider child protection issues, such as radicalisation and exploitation.

What does the setting need to do to improve?

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

- allow children more opportunities to think critically and solve problems for themselves
- support children consistently to develop their listening and attention skills that help them to focus and concentrate during play.

Setting details

Unique reference number	EY426322
Local authority	Barnsley
Inspection number	10074765
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in 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 has a relevant qualification at level 3.

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 and the childminder.
- The inspector spoke to and interacted with children during the inspection.
- The inspector considered the views of parents through the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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