

# Childminder report

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Inspection date: 13 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children are happy and safe in the setting and enjoy secure attachments with adults. They feel at home in the warm, welcoming and stimulating environment that the childminder creates. Older children help themselves to a drink and assist the childminder to make sure their friends have a drink too. Children are kind and considerate and build strong friendships with each other. They play cooperatively together and share resources well. Children develop positive attitudes to learning and have a can-do approach to tasks. For example, when completing an insert puzzle, children persist until they manage to put all the pieces in the correct place.

The childminder and her assistants have high expectations for children's behaviour. They teach children right from wrong and support them well to understand the boundaries in place. The childminder uses strategies, such as reward systems, to reinforce children's positive behaviour. Children delight in receiving marbles for being kind and helpful.

The setting is inclusive and teaches children about tolerance and respect. Children with special educational needs and/or disabilities receive a great deal of support from the childminder and her assistants. They work closely with parents and other professionals involved to meet children's needs.

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

- The childminder and her assistants observe children as they play to find out what they know, understand and can do. They assess children's learning and plan activities which help them to achieve good outcomes across all areas of development. On occasions, the childminder interrupts children's play, concentration and explorations to encourage them to take part in routine and group activities.
- Children's communication and language development is promoted well. They have plenty of opportunities to enjoy rhymes and singing. Children choose props from a bag to represent their favourite songs. Babies giggle as they do the actions and older children confidently sing alone. The childminder is skilful as she reminds children about taking turns and asks who still needs to choose a song.
- Children's number and counting skills are supported in everyday activities. For example, children help to cut up their snack and count how many pieces of satsuma they have. Adults adapt what they do to support children's individual needs and make sure older children are suitably challenged.
- Children are confident and self-assured individuals with good communication and social skills. Older children enjoy the sensory experience of making cakes using playdough. They develop their imagination as they pretend to cook them

in the oven. However, at times the childminder and her assistant are quick to tell children how to do things. They do not consistently allow children to test out their own thoughts and ideas fully as they play.

- Children learn what makes them unique, and about the wider world, through the well-planned activities on offer. They enjoy walks in the local environment, visiting the local park and attending playgroups where they meet different people.
- The childminder has established good links with additional settings that children attend. She meets regularly with them to share information about children's development to provide consistency in their care and education.
- Partnerships with parents are strong. There is a good exchange of information between home and the setting. The childminder communicates with parents in a variety of ways to share what children have been doing and learning. Parents are happy with the service provided and praise the childminder and her assistants. They say their children enjoy a wide range of activities which help them to do well in their learning.
- Self-evaluation is effective and the childminder manages and supports her assistants well. The childminder and her assistants work closely together. They reflect on the setting and experiences they provide for children, making improvements as needed. They frequently seek the views of parents and children to help to develop the setting further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe. The environment is regularly checked to make sure it is safe for children to use. Any potential hazards are minimised. The childminder and her assistants keep their safeguarding knowledge up to date and are aware of wider child protection issues. They are knowledgeable about the signs and symptoms of abuse and neglect. They understand the correct procedures to follow should they have any concerns about a child's safety or welfare. The childminder teaches children about being safe in her home, on outings and when using the internet.

## What does the setting need to do to improve?

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

- support children's engagement and focus more effectively during activities of their choosing
- allow children even more opportunities to test out their own thoughts and ideas as they play, to extend their problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY429869
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10074825
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	29 March 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year old children. The childminder and her assistants hold an appropriate 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 and her assistants throughout the inspection. She looked at a sample of documentation, including evidence of the suitability of persons living and working in the household.
- A joint evaluation of an activity was completed by the inspector and childminder.
- Parents' views were considered through written feedback provided.
- 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.

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