

# 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 feel welcome and safe in the childminder's home. There is a wide range of resources available to them throughout the ground floor and in the rear garden. The childminder knows the children in her care well and is aware of what they know and can do. She plans appropriate individual experiences well, overall, to support each child to move onto the next stage in their learning. Children have a positive attitude towards learning and the childminder supports them to maintain focus for increasing amounts of time. Children's behaviour is consistently good and they are polite.

Children excitedly express their thoughts and ideas with the childminder. She engages them in meaningful conversations to extend their communication skills. For example, children talk about what they do at home and recall recent visits to the dentist. The childminder values what the children have to say and gives enough time for them to think and respond to questions. The childminder plays alongside children and interacts positively with them. Young children clearly demonstrate strong bonds with the childminder as they sit next to her and listen to stories.

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

- The childminder liaises effectively with parents to ensure they receive information about their child's day. Settling-in arrangements are thoughtfully planned to support children's emotional well-being. The childminder encourages a dialogue with parents about children's achievements at home to identify how they can work together to support children, such as in managing their behaviour. Parents and carers speak highly about the care their children receive.
- Children progress generally well in their mathematical understanding and the childminder provides them with a rich and varied range of experiences. However, she does not always use planned activities well to extend younger children's understanding of numbers and counting.
- The childminder gives children regular opportunities for outdoor play and activities, such as visits to local parks, fields and woods. This helps to promote children's health and their understanding of the world.
- There are appropriate transition procedures in place to help children move onto other settings, such as nursery or school. The childminder engages with outside agencies, such as health visitors and speech therapists. She follows advice they give. This guides children's progress and supports them to be ready for the next stage in their learning.
- Children develop a good sense of personal safety. They enjoy using scissors during creative activities. The childminder shows them how to hold them, where to place their fingers and how to operate them. Children show great concentration as they practise snipping craft materials.

- The childminder is an excellent role model. She has an equally gentle approach, communicating respectfully with children and each other. Children respond positively. They listen carefully and are very helpful. For example, they quickly tidy up when they are asked to.
- Children are curious and motivated learners. They develop small muscle skills. They manipulate the tools for cutting and rolling the play dough. They squeal in sheer delight as they watch 'spaghetti' emerge from the play dough mould.
- Children are independent and competently meet their own self-care needs, such as washing their hands before meals. The childminder provides children with a range of healthy and nutritious meals. Children are active and learn about the importance of leading healthy lifestyles. For example, at lunchtime, children choose from a wide selection of options available, including sandwiches, fruit, yogurt and vegetable sticks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children. She is aware of the possible signs that may indicate a child is at risk of harm and of the appropriate procedures to follow if she has concerns about a child's well-being. The childminder has a positive attitude towards continuous professional development and continues updating her understanding of safeguarding. The childminder provides a safe and secure environment for children. She ensures all individuals in the household are suitable. The childminder carries out regular safety checks and removes any risks.

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

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

- make better use of opportunities that arise in children's everyday play and activities to support their counting skills.

## Setting details

<b>Unique reference number</b>	302727
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10061464
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	11 May 2016

## Information about this early years setting

The childminder registered in 1997 and lives in the Darton area of Barnsley. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for two-year-old and three-year-old children.

## Information about this inspection

### Inspector

Julie Dent

### Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and curriculum is organised.
- A joint observation was carried out and evaluated by the inspector and the childminder.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documents, including children's records, policies and procedures, training, and evidence of the suitability of the childminder and other adults living in the household.

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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