

# Childminder report

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Inspection date: 19 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident, independent and happy. They enjoy their time with the fun and energetic childminder. They have secure attachments with her and regularly seek her out to join in with their play. Children laugh and giggle with delight as they play in foam. They explore the texture and enjoy making different marks using their hands. Children are engaged during activities and the childminder skilfully supports their individual needs.

The environment is welcoming and homely. Children independently access a wide range of activities and resources, which help them to learn and develop. They enjoy numerous outings to local parks, playgroups, the museum and the library as they develop their physical skill and learn about the wider world and their local community.

The childminder has high expectations for all children's behaviour. She has clear and consistent rules and boundaries in place which children follow. The childminder teaches children right from wrong from an early age. Children behave well and demonstrate good table manners. They are kind and considerate individuals who play cooperatively together and form close friendships.

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

- The childminder tailors the settling-in process to meet the needs of individual children and families. She offers new children a mix of home visits and sessions at her home. The childminder gathers a range of information about children before they are left in her care. Children settle quickly into the setting.
- The childminder plans fun and exciting activities and experiences for children, to help them to progress. She incorporates children's interests into the range of experiences she provides. The childminder watches children as they play and assesses their learning and development. She plans activities which are designed to support children to develop across a broad curriculum.
- Assessments are accurate and illustrate children's progress across all areas of learning and development. The childminder identifies any gaps in children's learning and puts support in place to close these swiftly. She knows how to support children with special educational needs and/or disabilities by working in partnership with parents and other professionals.
- The childminder is positive as she interacts with children. She offers them plenty of praise and encouragement. She talks to children constantly during activities and supports their communication and language skills well. She speaks clearly, labels different items to expand children's vocabulary and asks a range of questions to extend their knowledge. However, the childminder does not consistently allow children to test out their own thoughts and ideas, to enhance

their problem-solving skills.

- The childminder successfully promotes children's independence and helps them to develop the skills they will need for the future. Children meet their own health and self-care needs successfully and are keen to do things for themselves. For instance, when children arrive at the setting, they take their own coats and shoes off and immediately know where to put them.
- Partnerships with parents are strong. There is a good exchange of information between home and the setting. The childminder finds out what children have been doing at home so that she can incorporate this into the setting. She regularly shares updates about children's progress with parents so they can continue to support children's learning at home. Parents speak highly about the childminder and the service she provides.
- The childminder keeps her knowledge and skills up to date through attending regular training and quality improvement meetings. She shares information and good practice with other childminders, to enhance her setting and the activities she provides for children.
- The childminder reflects on her practice and asks children what they would like to do. She incorporates their suggestions into the activities and experiences she provides. For example, children use the internet to search for activities they would like to do around the upcoming theme of spring.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe in her setting. She regularly risk assesses the environment and reduces any potential hazards. She teaches children about being safe in her home and on outings. The childminder keeps her safeguarding knowledge up to date. She is aware of wider child protection issues, such as radicalisation and exploitation. 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 to contact should she have any concerns about 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:**

- allow children to test out their own thoughts and ideas, to extend their problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY269609
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10117352
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	4 July 2016

## Information about this early years setting

The childminder registered in 2004 and lives in Barnsley. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four- year old children. She holds 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.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector held discussions with the childminder. She looked at a sample of documentation. This included evidence of the suitability of persons living in the household.
- 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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