

Childminder report

Inspection date: 20 February 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

Children are happy and safe in the setting and enjoy their time with the childminder and her assistant. The setting is homely and well organised. It promotes children's confidence and independence. Children move freely around the childminder's home. They decide what they would like to play with from the wide selection of resources and activities on offer. Older children play cooperatively and form close friendships with each other. They enjoy playing various board games and happily negotiate the rules of the game. Younger children explore their environment and are fascinated with musical instruments, balls and watching the rain drip down the windows. They enjoy close relationships with the childminder and her assistant and regularly seek them out for cuddles and affection, especially as they become tired.

The childminder and her assistant have high expectations for all children's behaviour. They are good role models and teach children right from wrong from an early age. They have clear and consistent rules and boundaries in place for children to follow. Children behave very well and are extremely polite. Children display positive attitudes towards learning and develop a range of skills. They are well prepared for future learning.

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

- The childminder and her assistant know the children they care for well and what makes them unique. They find out a range of information about children before they start at the setting, including what children know and can do. They use this information to help children to settle quickly and support their learning from the outset.
- The childminder observes children as they play and assesses their learning and development. She identifies what children need to learn next and plans exciting and challenging activities, which help them to progress. The childminder incorporates children's interests into the activities she provides to engage them and sustain their curiosity.
- The childminder identifies any gaps in children's learning swiftly and provides a variety of activities and experiences to help to close them. She works closely with parents and other professionals to support children with special educational needs and/or disabilities. Children who speak English as an additional language are supported well.
- Children are engaged in the activities and are able to direct their own play. Older children test out their own thoughts and ideas as they make various things with play dough. Toddlers are fascinated with filling and emptying containers and dropping items to the floor. However, the childminder misses some opportunities to support younger children to develop their speaking and listening skills.

- The childminder has established good relationships with the local school and works closely with them to aid children's transitions. She helps children to develop the skills they will need for the future. Children are confident and self-assured individuals who meet their own health and self-care needs, such as washing their own hands.
- The childminder plans a range of different outings and experiences to help children to learn about the world around them and people who are different. For instance, children enjoy going to the supermarket, library and for walks in the local environment. They regularly donate food to animal shelters and food banks.
- Partnerships with parents are strong. There is a good exchange of information between home and the setting to provide children with continuity in their care and education. Parents are happy with the service the childminder provides and praise her kind, caring and professional nature.
- The childminder keeps her knowledge and skills up to date through attending regular training and network meetings. She reflects on what she has learned and brings her knowledge back to the setting to make improvements. Although the childminder monitors her assistant's performance, she does not always identify where further support is needed to extend her knowledge and skills.
- Self-evaluation is effective. The childminder and her assistant work well together to evaluate the activities they do and the experiences they provide for the children. They seek regular feedback from parents to help them to identify and make improvements in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps the children in her care safe. She regularly assesses her environment and removes potential hazards. She talks to children about keeping safe in her home and when out and about. The childminder and her assistant know what signs and symptoms might indicate a child is at risk of harm. They understand the procedures to follow and who to contact about any concerns. The childminder and her assistant keep their knowledge up to date and are 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:

- make better use of opportunities to strengthen younger children's communication and language development
- monitor the assistant's practice more precisely and identify where further support is needed to extend her knowledge and skills.

Setting details

Unique reference number	EY474718
Local authority	Barnsley
Inspection number	10075726
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	19
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 2014 and lives in Wombwell, Barnsley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and 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 assistant throughout the inspection. She looked at a sample of documentation, including the evidence of the suitability of persons living and working in the household.
- A joint observation of an activity was carried out by the inspector and childminder.
- 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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