

Childminder report

Inspection date: 23 July 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and eager to begin their day. They quickly become engrossed in the experiences on offer. The childminder is dedicated about promoting children's independence. She has organised the setting to maximise opportunities for children to make choices about what they would like to do. Children have access to a wide variety of interesting resources that have been specifically selected to inspire their curiosity, awe and wonder. Children explore authentic and real items, such as old perfume bottles. They carefully handle these carefully and are intrigued by how the pump works. The childminder keeps the setting safe for the children who attend.

Children develop their imaginations, creativity, language and thinking skills well. They are confident and independent individuals, who behave well. The childminder has clear expectations for children's behaviour. She teaches children to be kind and considerate. The childminder has identified that due to the COVID-19 (coronavirus) pandemic, children have not had as many opportunities to use the local environment to support their understanding of the world. The childminder has skilfully adapted her practice to ensure that she is providing children with these experiences in different ways. For example, children find out about people who help them and different cultures through the use of books and technology.

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

- The childminder takes time to get to know the children she cares for and their families incredibly well. She is experienced and understands how children learn and develop. The childminder uses her knowledge of children's development to plan activities, which help them to make progress.
- The childminder makes precise observations of children's learning to demonstrate what they are learning across all areas of development. She uses her assessments to identify gaps in children's learning quickly and to put support in place to help children to catch up in their development.
- Children with special educational needs and/or disabilities are supported well. The childminder adapts the setting to meet their individual needs. For instance, she has created a cosy reading den in the garden to allow children to have time away from the busy setting.
- The childminder is enthusiastic and is keen for all children to be involved in the setting and the experiences she provides. Children play in the water area outside. They select from a range of items from the garden to test if they will float or sink. The childminder helps children to sort these items into groups. Children explore mathematical concepts, such as 'one more and one less', as they add items to the water. They talk about items being 'heavy' and 'light' as they float and sink. Older children are fully engaged in their learning and are

able to make predictions about what might happen. However, younger children are, sometimes, overlooked and are not fully engaged in their learning.

- Partnerships with parents are extremely good. The childminder has developed highly successful strategies to engage parents in their children's learning. For instance, she keeps parents informed about their child's day through daily diaries and a private, secure social media platform. The childminder regularly sends home activity bags and challenges for children to do at home. These are tailored for each child's specific learning needs. The childminder has created a lending library where children can borrow books to support their communication and language development and early literacy skills.
- Parents speak very highly about the setting. They comment that the childminder and her co-childminder are 'kind, supportive and brilliant'. Parents say that they are kept informed about their children's development and what is happening in the setting. They are pleased with the progress their children are making. Parents attribute their child's success at school to the secure foundations and positive attitudes they receive from the childminder.
- The childminder keeps her knowledge and skills up to date through attending regular training. This impacts positively on the setting as the childminder puts what she has learned into practice. For instance, the childminder has introduced a treasure box full of interesting items for children to investigate. She uses these items as conversation starters and to help children to develop their language skills and build on their vocabulary.
- The childminder, her co-childminder and her assistant work very closely together. They have regular meetings to discuss children's progress and any improvements that can be made to the setting. The childminder is a good role model and supports her assistant well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessments and minimises any potential hazards. She supports children to identify and manage their own risks as they play, especially around internet safety. The childminder is aware of the signs and symptoms which might indicate a child is at risk of abuse and neglect. She knows the correct procedures to follow and who to contact regarding any concerns. The childminder keeps her safeguarding knowledge up to date through attending regular training and safeguarding conferences. She understands safer recruitment procedures and ensures that all staff and people living in her household are suitable.

What does the setting need to do to improve?

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

- organise activities to help fully engage younger children and promote their learning even further.

Setting details

Unique reference number	EY258097
Local authority	Barnsley
Inspection number	10117345
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	12
Number of children on roll	33
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 2003 and lives in Barnsley. She operates all year round from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works alongside a co-childminder and employs an assistant. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector held conversations with children during the inspection.
- The inspector spoke to a number of parents to gather their views and opinions about the setting.

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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