

Childminder report

Inspection date: 20 October 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

The childminder creates a nurturing, safe and homely environment. Children develop close relationships with the childminder. This helps children to feel happy and settled. Children respond well to the clear boundaries and routines in place. The childminder uses books to encourage children to consider the feelings and emotions of themselves and others. Children explore what their faces look like when they feel happiness, sadness and excitement. These experiences help to develop children's personal, social and emotional development.

Due to the COVID-19 pandemic, parents are unable to enter the childminder's home. Parents mainly use the enclosed garden to drop off and collect their children. This means that daily discussions can take place with appropriate social distancing. However, children leave their parents confidently at the door and settle easily to activities of their choosing. Children manage their self-care needs confidently. They wash their hands regularly throughout the day and talk about 'getting rid of germs'. Parents comment they feel reassured by these extra precautions. Children are given lots of opportunities to be independent. They select their own fruit at snack time, show perseverance at having a go at putting on their coats and shoes, and choose where they wish to play. The childminder has high expectations for children's learning. She makes sure that the activities, spaces and toys available to children help them to develop their knowledge across all areas of learning.

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

- The childminder carefully plans and sequences activities to meet the needs of individual children. For example, all children become engrossed in a game, where they use tweezers to fill cups with coloured spaghetti. Children confidently identify the colours. Younger children persevere to use the tweezers. This helps to develop their small muscles in preparation for early writing. All children make good progress in their development.
- Children make good progress in mathematics. The childminder gives children plenty of opportunities to practise their counting skills as they play. For example, children count the church bells as they chime, confidently counting up to 10.
- The childminder gives children a wide range of opportunities to develop their early reading skills. Children visit the local library to borrow books that interest them. They talk animatedly about what they can see in the pictures. Children enjoy joining in with familiar songs and rhymes. This helps to develop children's listening and attention skills, as well as their language skills. The childminder enthusiastically introduces new vocabulary for the children. Younger children are supported to build simple sentences using new words.
- The childminder supports children to lead a healthy lifestyle. She ensures that

children receive plenty of fresh air and exercise. Children go outside on a daily basis and have regular trips to the local woods and parks. The childminder provides children with good opportunities to develop their physical skills. For example, they run, jump, balance and ride scooters energetically when outside, which supports their health and well-being. The childminder promotes children's awareness of healthy food choices. For example, at snack time, they discuss the benefits of nutritious food and children know that this helps them to be 'big and strong'.

- The childminder enthusiastically joins in with children's role play and supports their imaginations well. For instance, children interact with the childminder, making her pretend cups of tea in the play kitchen. The childminder makes good use of this activity to support the younger children to learn their colours, for example by looking for the spoon to match the red cup. Children learn to share the toys as they pretend to make toast for each other.
- The childminder has effective systems in place for evaluating and reflecting on her practice. This enables her to make ongoing improvements to ensure that she is offering children good quality care and education. The childminder is committed to developing her practice. For instance, she meets with other professionals at network events to share best practice. The childminder regularly accesses training courses. She uses these to make improvements to her setting.
- When dropping children off or collecting them from other settings, the childminder exchanges certain information. However, this is not precise enough to fully promote continuity in children's care and learning and support their transitions to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. Furthermore, the childminder has a good knowledge of local safeguarding procedures and where to report any concerns. She recognises how to identify that children may be being drawn into extreme views or behaviours and knows the importance of monitoring children's attendance. The childminder helps children to recognise potential risks. For example, she reminds them to be careful of their eyes when they play with scissors.

What does the setting need to do to improve?

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

- build on partnerships with staff at other settings that children also attend to provide a more consistent approach to their shared care and learning.

Setting details

Unique reference number	EY552821
Local authority	Barnsley
Inspection number	10174448
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Darfield, Barnsley. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for two- and three-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector looked at documents. These included evidence of the suitability of the childminder and policies and procedures.
- Parents provided their written views of the childminder's service, which the inspector took account of.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021