

# Childminder report

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Inspection date: 26 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children enjoy a warm, welcoming environment and develop strong emotional attachments to the childminder. They feel happy and safe in her nurturing care. Children are inquisitive and eager to learn. They enjoy their explorations and observe what happens in the world around them. Children notice the spiders climbing up the cardboard boxes as they play. They are very gentle and show care for living creatures. Children are kind and help each other. They care for play resources and help to tidy up. Children thrive on praise from the childminder. They behave well.

The childminder has high expectations of children and provides a broad learning experience for them. Children enjoy playing and learning outdoors. They show high levels of interest as they notice that clouds move quickly across the sky. The childminder helps children to understand that the wind makes the clouds move.

Children and their families build trusting relationships with the childminder from the start. Due to the COVID-19 pandemic, parents no longer enter the childminder's setting. Children confidently leave their parents at the childminder's door and cheerfully self-register to show that they have arrived. They benefit from observing the friendly conversations between the childminder and their parents.

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

- The childminder uses her assessments of children's learning effectively. She swiftly identifies children who are not achieving as expected in their communication and language development. The childminder repeats words and expands what children say, using the correct pronunciation. She is proactive in securing support from other professionals to support children's language skills. Children make progress and learn to speak clearly, using short sentences. However, the childminder does not consistently develop children's vocabulary even further. For instance, she does not name the play equipment that children use, such as 'spirit level'.
- Children are highly motivated, imaginative and creative in their play. They concentrate well and work cooperatively together to build cars, using big bricks. They act out familiar situations and pretend to hold the steering wheel as they pretend to drive the car. The childminder is clear about what she wants children to learn and joins in their play. Though, on occasions, she interrupts children's self-directed play and concentration as she encourages them to tidy resources away to move on to other activities.
- The childminder supports children's mathematical understanding particularly well. She spontaneously introduces a wide range of mathematical language to support children's understanding of distance, height, length, weight and

quantities. Children enthusiastically push measuring wheels around the garden and learn to identify how far they have run. They develop confidence when counting how many trains they need and develop their understanding of rotation. Children also learn about height as they compare if they are shorter or taller than the tower they build.

- Parents speak positively about the childminder and the quality of care that she provides. They value the support that they and their children receive. Parents are pleased with the progress their children make and feel they are safe and well supported. Parents describe how their children 'really like the childminder, feel very comfortable and at home, in her care'.
- Children enjoy being outdoors. They are very energetic and physically active. The childminder teaches children how to balance on low stilts and how to hold the rope when learning to skip. Children show determination to learn these skills. Children develop good physical skills and agility. They also develop hand-to-eye coordination and turn taking as they enthusiastically play with bats and balls.
- The childminder reads stories to children each day. She uses an expressive voice and adapts her voice to help focus children's listening skills. Children delight when the childminder uses suspense as she slowly turns the page and quietly asks, 'What is the shark doing'? Children listen intently and show good memory skills as they excitedly fill in the sections they know. They independently choose books and concentrate well when looking at books on their own and with each other.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children. She ensures that the door and garden gates are secure to prevent any unauthorised access. The childminder is trained as a safeguarding lead practitioner. She has a strong knowledge of how to safeguard children and understands the possible signs that may indicate a child may be suffering from abuse or neglect. The childminder has clear policies and procedures in place to follow, should she have any safeguarding concerns. She carries out fire evacuations every half term with all children. This helps to ensure that they know what to do in the event of an emergency.

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

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

- expand children's vocabulary and help them to use the new words they learn in their play
- ensure that children have the time they need to concentrate and consolidate their learning without interruption.

## Setting details

<b>Unique reference number</b>	EY558564
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10190301
<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 at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Cudworth, Barnsley. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with another registered childminder.

## Information about this inspection

### Inspector

Angela Sugden

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of her provision.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including evidence of her suitability and qualifications.
- Parents told the inspector, through discussion, how well the childminder supports their children's learning and keeps them informed.
- The inspector observed the interactions between the childminder and children.

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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