

Childminder report

Inspection date:

26 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder knows the children well and has high expectations of them. Children develop close emotional attachments to her and thrive in her calm, nurturing care. They arrive happily at the childminder's setting and are enthusiastic to learn. They approach the inspector and assertively ask, 'what are you doing?' Children feel confident, safe and happy.

Children play cooperatively together. They are kind to each other and behave well. They show good concentration, curiosity and imagination as they play. Children initiate games and hide in big boxes. They show their delight when they are found by the childminder. Children are creative and confidently display their own ideas. They draw a windscreen and wheels on the box and excitedly state how they have 'made a car'. Children enthusiastically pretend to drive their car and show pride in their creations.

Due to the COVID-19 pandemic, parents no longer enter the childminder's setting. The childminder welcomes children and helps them to settle. She talks briefly with parents at the door when they leave and collect their children. The childminder uses technology to regularly share information with parents about their children's learning. This helps to support children's progress and to keep everyone safe.

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

- The childminder places a strong focus on supporting children's language skills. She intervenes early and works closely with parents and speech and language therapists to help close gaps in children's speech development. The childminder reinforces what children say and uses correct pronunciation and introduces new words. She also teaches children a wide range of songs and rhymes. Children develop good language skills. They speak using sentences and develop good vocabulary.
- Children are independent and competently manage their own self-care. They put their shoes and coat on and practise until they can zip their coat up. The childminder teaches children to sit at the table for lunch and how to use a knife and fork when eating. However, at times, during activities, the childminder intervenes too early and provides children with solutions. Therefore, children's thinking and problem-solving skills are not consistently challenged.
- The childminder helps children to understand how to care for their teeth. Children explore play resources, including models of teeth and toothbrushes, to learn about the importance of brushing their teeth. They practise brushing teeth to remove bacteria and to talk confidently about 'removing germs' as they play. The childminder also provides information and dental packs for parents to use at home with their children. This helps children to develop good dental health.

- Children are physically active and learn to lead healthy lifestyles. The childminder ensures they spend plenty of time outdoors each day. Children are energetic and enthusiastically build with large building bricks. They create long lines of bricks and carefully place one foot in front of the other as they walk across the bricks. Children display good balance, coordination and physical control of their bodies. They also show good hand-to-eye coordination as they throw bean bags to knock down tins when playing games.
- The childminder helps children to understand that many different types of families love and care for children. She uses a wide range of resources and books to help children understand and appreciate differences. Children learn to value the uniqueness of each individual child, their families and the wider community.
- Children select books independently from the shelf and the baskets. They become captivated when looking at books and listening to stories. The childminder encourages children to talk about the pictures and provides a commentary of what they can see on each page. Children are interested in books and know how to use them. They are well prepared for their future learning.
- Parents are very happy with the quality of care that the childminder provides. They are pleased with the support their children receive and the progress they make. Parents appreciate the support the childminder provided during the pandemic lockdown periods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is trained as a safeguarding lead practitioner. She has a strong knowledge of how to protect children and keep them safe. The childminder confidently identifies the possible signs that may indicate a child is at risk of harm. She has effective procedures in place to follow should she have concerns about any child. The childminder assesses her provision to minimise any risks to children. This helps her to maintain a safe environment. The childminder uses a one-way system for children and parents when they arrive and when they leave her setting. This supports good infection control and helps to keep everyone safe and provides reassurance for parents.

What does the setting need to do to improve?

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

- strengthen opportunities for children to further develop their thinking skills so that they are able to consistently practise solving problems for themselves.

Setting details

Unique reference number	EY468486
Local authority	Barnsley
Inspection number	10215869
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Cudworth area of Barnsley, South Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3 and provides funded early education for two- and three-year-old children. She works together 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 provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss her intentions for children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation, including evidence of suitability.
- Parents told the inspector through discussion and written feedback how the childminder supports their children's learning, and how she keeps them informed.
- The inspector observed the interactions between the childminder and the 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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