

Childminder report

Inspection date: 19 January 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this welcoming, lively setting. They are continually challenged and motivated to try new things, to solve problems and find their own way of doing things. Children make the best possible progress because the curriculum is carefully considered and focuses on what they already know and what they need to learn next. Children receive excellent support from the childminder and her assistants as they make choices and lead their own play. For example, toddlers test their physical skills and learn to play safely as they climb up and down steps.

The childminder places a strong emphasis on teaching children about emotions and feelings. Children talk about what happens when a family's make up changes and how all families are different and unique. They show a high level of empathy for each other and have excellent relationships. This is despite having little social contact during the COVID-19 pandemic. Parents comment that the childminder provides brilliant support. They receive a constant flow of information about measures in place to keep children safe. They say that activities and learning are always varied. Children develop in leaps and bounds, due to excellent teaching through play and activities.

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

- Children's voices are given priority in this setting. They decide when they want to go to sleep. Staff continually reshape activities to follow children's lead in their play. Planned activities are completed when children are ready. The transition from playing outdoors, to story time and to singing nursery rhymes together is seamless. Staff skilfully use every day routines to enhance children's learning. For example, they listen to the sound metal goblets make as they bang together when they tidy them away into a box.
- The childminder researches national strategies to enhance her teaching of communication and language skills. She encourages staff to use a vast range of descriptive words to extend children's vocabulary and help them understand what they are experiencing. For instance, staff talk about how the diggers have left 'sloppy' and 'squidgy' mud on the road.
- Staff do a lot of work with children around healthy lifestyles and oral health. They continually talk to children about their bodies. They discuss how their tummy rumbles when they are hungry, how they feel when they are tired, and how they use their strong muscles to do things and carry out tasks. The childminder promotes children's understanding of self-care. She asks them what they need if they are going to school with her, for instance can they go without shoes.
- Children continually receive reassurance to support their confidence and well-being. The childminder is highly skilled in utilising spontaneous activities to

enhance learning. For instance, she uses puppets to promote children's understanding of emotions and to encourage them to talk about their worries. The crocodile puppet is one of the children's favourites, but some children are scared of it. They talk about why they are scared and that they do not need to be.

- The childminder promotes children's problem-solving skills exceptionally well. She asks them questions that challenge their thinking, such as 'How can we make the bridge tall enough for the elephant to fit under? Can you show me how to do it?' and 'Why do you think it doesn't fit?'. Staff are particularly skilled in promoting early mathematics. They ask age-appropriate questions to prompt children's thinking, such as 'How many more do you think you might need?' and 'Which has the most?' They use measure to look at bigger numbers, such as 200 and 250.
- The childminder works closely with the local nursery school to provide continuity in children's learning. She provides extensive information for parents about how they can promote learning at home. She provides internet links for parents to support home learning.
- The childminder continually evaluates staff practice and gives them feedback to help them improve. The implementation of the curriculum is superb because of the support and training given by the childminder. She consistently supports staff in their play with children, showing them how to reshape tasks to promote interest and provide challenge. Children make excellent progress from their starting points and any gaps in learning soon close.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a detailed understanding of safeguarding and child protection issues. The childminder's rigorous recruitment procedures help to keep children safe. She works closely with parents to protect children. For example, she encourages parents to talk to children about having surprises rather than secrets. She talks to older children about instances when they should share a secret. Children learn to keep themselves safe during visits to the local canal or playing in the park. The childminder is quick to take action if she thinks children are at risk, such as if she thinks they are accessing media that is not appropriate for their age.

Setting details

Unique reference number	302795
Local authority	Barnsley
Inspection number	10216657
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	18
Number of children on roll	20
Date of previous inspection	11 August 2015

Information about this early years setting

The childminder registered in 1999 and lives in Wombwell, Barnsley. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 5. She works with three assistants.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed staff practice and held discussions with staff members about the work that they do.
- The inspector spoke to children throughout the inspection and observed their daily routines.

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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