

Childminder report

Inspection date:

21 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly when they arrive at the childminder's home. They are welcomed into a warm and secure environment. Children are developing their personal and social skills. They build close bonds with the childminder, who uses positive praise to encourage them and support their confidence. Children laugh as they hide their faces in their hands and make sounds. The childminder copies this back to them.

Children enjoy sorting coloured bears into groups. They demonstrate their abilities to recognise colours and shapes. The childminder helps children to do this by modelling the names of the colours and shapes. However, sometimes, children's opportunities to hear a wide range of language is limited. This is because the childminder does not always comment on their self-initiated play. For example, when children are using their imagination and making up their own games, she does not talk to them about what they are doing.

Children demonstrate their hand-to-eye coordination. They stack cups on top of each other and carefully balance them. The childminder knows the children well and makes available some resources that she knows they like. The children enjoy using the resources that are provided for them. Although they do engage with these activities, the range of experiences is not broad enough to deliver a varied curriculum.

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

- The childminder develops effective partnerships with parents. She finds out about children's individual needs immediately when children start. This is supporting the childminder to ensure children with special educational needs and/or disabilities (SEND) get the support they need. Despite this, she does not make effective use of wider partnerships with local services once children are receiving this support.
- Parents describe being happy with the care the childminder provides. They describe how she was supportive and flexible during the pandemic. This is reflected in the childminder's attention to meeting children's individual needs. For example, she takes care to ensure children's dietary needs are met. She knows when they are tired or upset, and provides appropriate comfort as required.
- The childminder finds out about what children know and can do. She uses this to think about how she can support them to develop their skills. However, this is not always carefully linked to how children learn.
- The childminder supports children to develop their physical skills. She takes them on regular walks and makes good use of local facilities. Children show their

enjoyment of this and are excited to go outdoors. They develop these skills using balls and bikes.

- The childminder evaluates her provision. She provides questionnaires for parents to find out what she is doing well and what she could do better. The childminder recognises her strengths and weaknesses.
- The childminder observes children during their play. This helps her to get to know the new skills they are demonstrating. However, children's progress is not consistently shared with parents so that they can support their child at home.
- The childminder has high expectations for most children. She supports children's self-esteem and confidence. The childminder helps children to recognise their emotions. She does this by labelling how they feel and using facial expressions. Children look in mirrors and recognise their own faces.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the risks children face. She completes risk assessments and has effective systems for accident and incident reporting. The childminder keeps up to date with local safeguarding partnership procedures. She keeps her safeguarding training up to date. This is supporting her to recognise when children may be at risk of harm. The childminder has procedures for reporting any concerns about children to the relevant agencies.

What does the setting need to do to improve?

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

- improve knowledge of the areas of learning and how young children learn
- ensure what is known about children is used to deliver a curriculum that is broad and covers all areas of learning
- plan and deliver a wider range of experiences for children to further develop their curiosity
- develop the use of language during children's play, to increase the range of vocabulary children are exposed to daily
- ensure children's progress is consistently shared with all parents
- develop stronger partnerships with local services to further enhance provision for children with SEND.

Setting details

Unique reference number	302673
Local authority	Barnsley
Inspection number	10216307
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	0 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 August 2016

Information about this early years setting

The childminder registered in 1989 and lives in Barnsley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.

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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