

# Childminder report

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Inspection date:

7 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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

Inadequate

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

### **The provision is good**

Children make good progress across the areas of learning. The childminder finds out what they know and can do through discussions with parents and regular observations. She uses this information and her knowledge of child development to plan appropriate learning opportunities which children enjoy.

Children make good progress in their physical development. They are highly engaged as they move their bodies to music, for example by shaking, turning, jumping and hopping. They practise moving faster and slower. The childminder talks to them about the changes to their heartbeat. They learn about how exercise affects their bodies. They know they should drink water afterwards to stay healthy.

Children behave well. They know the rules and routines of the setting. They play together, share and take turns with little support. Older children are kind to younger children. For example, they happily share counters with toddlers who want to pretend to vacuum them up.

Due to the ongoing impact of the COVID-19 pandemic, the childminder greets parents at the door. She uses these times to talk to parents about children's development and care needs. Key information, including how parents can share and support their child's learning at home, is displayed on a noticeboard.

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

- Since her last inspection, the childminder has made several changes and is now able to meet children's individual care, education and safety needs. Working with her co-childminder, improvements have been made to the emergency evacuation procedures. They have reduced how many children they care for. They no longer work with additional assistants on a regular basis. Both childminders act as key persons for all children in their joint care. This is effective because they work together and get to know all children well. Children have good attachments with the childminder. This enables them to explore the environment and develop their confidence around unfamiliar adults, such as the inspector.
- The childminder works hard to develop children's love of stories. She has reflected on her practice and now repeats each story over a week. This means that children develop a deeper understanding of the story and learn more from it. The childminder introduces new words and ideas through stories. She talks to children about the author and the illustrator. Consequently, children make good progress in their literacy skills.
- Younger children vocalise to communicate their needs. The childminder says clear single words, such as 'ball', and introduces new words through stories,

songs and rhymes. Older children engage in detailed conversations with their friends and with the childminder. They talk about what they are doing, their experiences and their ideas. They are confident communicators. They make good progress in their communication and language development.

- Children explore early mathematical concepts in their play. They fill and empty containers with coloured noodles. They sort objects by their colour and tell the inspector that they are 'the same'. They build towers together. They say, 'Let's make it higher' and 'one more', as they add another brick. The childminder regularly counts with children. When children count 10 objects, she points to the numeral 10 in the environment. This supports children to understand what numbers can look like and make good progress in their mathematical development.
- The childminder helps children to develop their independence skills. They wipe their own noses, place the tissues in the bin and sanitise their hands afterwards. The childminder uses stories to talk to children about oral health. Children are encouraged to feed themselves at mealtimes, using appropriate cutlery. The childminder works in partnership with parents to teach children to become independent in their toileting.
- Children persist when they face challenge. For example, when completing a difficult jigsaw puzzle, they keep trying, turning the pieces and matching the shapes. When children become upset, the childminder comforts them but does not routinely name children's emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She keeps her knowledge up to date by completing regular training. She is able to outline a range of possible signs and symptoms that might indicate a child is being abused. She knows what to do if she were to have safeguarding concerns about a child. She understands the local safeguarding partnership procedures. She is aware of what action to take should an allegation be made against her, her co-childminder or any household member.

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

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

- strengthen the good teaching practices further by naming children's emotions so that they are even more able to understand and manage their own feelings.

## Setting details

<b>Unique reference number</b>	302799
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10151694
<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>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	11 March 2020

## Information about this early years setting

The childminder registered in 1992. She works with another childminder and has two additional assistants listed for emergency cover. The childminder primarily works from her co-childminder's premises in the Wombwell area of Barnsley. However, she is also registered to childmind from her own home, which is also situated in Wombwell. The childminder operates all year round from 7am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 5. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rebecca Miall

## 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 the premises and discussed how she and her co-childminder ensure that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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