

Childminder report

Inspection date: 7 March 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 are extremely well settled and happy in the childminder's care. They have warm, trusting relationships and children feel safe. This is shown by the way children readily approach the childminder and her assistant to share news and show them what they are doing. The childminder says that her ethos is that everyone should be kind. This is threaded through all aspects of the setting and is evident in the secure relationships seen.

Children's independence skills are exceptional. The childminder provides children with time and space so that they can do things for themselves. For example, they pour their own drinks, take off and hang up their own coats and even fold their gloves into pairs before putting them into the drawer. Children show pride and confidence as they complete small tasks, such as when they help to set the table for lunch and serve drinks to the other children.

Children are extremely well engaged in the activities and their concentration skills are excellent. They focus for long periods on their chosen books and creative activities. Children are also supported to persist at tasks. For example, when a disc rolls out of children's reach, the assistant encourages children to consider the best way to retrieve it. When the disc is finally retrieved, lots of praise is offered and children show pride in their achievement. This boosts children's self-esteem and confidence.

Throughout the COVID-19 pandemic, the childminder's setting remained open and she continued to support families. She changed the procedures for when children arrived. Parents dropped their children off at the door, to prevent the risk of transmission of the virus. Parents and children adapted well to this change.

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

- The highly experienced childminder and her assistant know the children extremely well. They fully consider children's stages of development, interests and learning styles when they plan the curriculum. They observe and assess children's development and quickly identify any gaps in learning. Consequently, children make very good progress in their development and are extremely well prepared for school.
- The childminder provides a very rich learning environment. There is a vast range of high-quality resources, inside and outdoors, that covers all areas of learning. These resources are all accessible to children so that they can make choices and take advantage of independent learning.
- The childminder is very good at using spontaneous activities that arise to consolidate and extend learning further. For example, when children realise that

pieces of a rainbow puzzle resemble a smiley face, the childminder asks what expression is seen when the rainbow is turned the other way. Children quickly state that it is a sad face. The children are then encouraged to look in the mirror to experiment with different facial expressions. The childminder asks them to pull a worried, surprised and angry face. As a result, children learn to empathise and understand emotions.

- The childminder and her assistant support children's speech and language skills extremely well. They engage children in conversation to extend and build on their vocabulary and communication skills. Three-year-old children use complicated words as part of their conversations. For example, they talk about 'practising' their rolling skills as they roll discs in the garden.
- Children develop excellent self-care skills and begin to understand healthy lifestyles. They learn about the importance of oral hygiene and the benefits of a healthy diet through routines, activities and stories. Children take home a toy called 'Overnight Sam', which they use to practise oral hygiene with. This resource is also used to continue the excellent learning between the setting and home.
- The ambitious childminder has the highest standards of care and learning and strives to ensure that all children reach their full potential. The childminder and her assistant continually review their practice and undertake further training to build on their excellent skills. They are mindful of current topics to ensure that they support and enhance children's well-being and learning. For example, they have considered the impact that the COVID-19 pandemic has had on some children and their families. As a result, they have done training on topics such as childhood in crisis, children's voice and mental health first aid.
- The childminder and her assistant have very strong partnerships with other professionals involved in children's care and learning. The childminder initiates the two-way communication immediately, to help develop highly effective information-sharing. She shares what children know and can do and their next steps in learning. In addition, she incorporates any information from additional key persons into her planning. This helps to provide a fully consistent approach to children's ongoing learning.
- Partnerships with parents are excellent. The childminder ensures that parents are exceptionally well involved in their children's learning. She obtains information from parents about children's ongoing interests at home and uses this information to inform her planning. She also provides parents with a termly report about children's progress and gives parents home packs so that they can continue their children's learning at home. This ensures continuity of care and learning to a high degree.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of their role to safeguard the children they care for. They have an excellent understanding of the signs and symptoms of possible abuse and the procedures to follow to make timely

referrals. The childminder ensures that she and her assistant regularly update their training and knowledge in respect of all safeguarding matters and legislation. This includes the 'Prevent' duty. The childminder vigilantly follows her comprehensive policies and procedures and ensures that her referral methods are clearly in line with local arrangements. The environment is meticulously risk assessed. As a result, children are protected very well.

Setting details

Unique reference number	EY102073
Local authority	Barnsley
Inspection number	10117320
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	12
Number of children on roll	23
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 2002 and lives in Barnsley, South Yorkshire. She operates from Monday to Friday all year round, except for family holidays and bank holidays. The childminder has a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Helene Terry

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 and the inspector discussed the planning of the curriculum and how the setting and resources are used.
- The inspector observed the activities the childminder provides for children.
- The inspector had discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took account of the written views of parents.

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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