

Childminder report

Inspection date: 6 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children happily greet the childminder and her assistants. They enjoy supportive relationships with the adults, who know them and their families well. Children confidently go to the adults for reassurance when they are tired or upset. This means that they quickly settle and are happy to return to their play.

Children concentrate for extended periods on activities which they enjoy. They explore objects in a tray of water beads. They feel the different textures of shells and use them to scoop up beads. This helps children to develop their fine motor skills. Staff introduce new words to children, such as 'slippery' and 'shiny'. Children learn about the world around them and make good progress in their communication and language development.

Due to the continued impact of the COVID-19 pandemic, the childminder has not been able to provide annual parents' meetings. However, parents report that they have good communication with the childminder. The childminder, her assistants and parents discuss children's progress and share information each day. Parents report that the childminder helps them to support their child's learning at home. She provides activity ideas and works with parents to help children with important milestones, such as toileting.

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

- The childminder and her assistants have a clear understanding of what they want children to learn. They know children well and use daily observations to find out what children already know and can do. They provide a range of activities that support children to develop across all areas of learning. However, some activities are not challenging enough to ensure that the most able children make the best possible progress they are capable of.
- Younger children explore early mathematical concepts, such as through filling and emptying containers. Adults introduce mathematical words. For example, they count 'one, two, three' as they climb the steps of the slide. Older children count how many pieces of brioche there are for snack. They consider how many they will need to cut in half so that everyone has a piece.
- Children develop a love of songs and stories. They talk about familiar characters in their play. Children draw a fish and say, 'Mine is the kindest rainbowfish.' They spontaneously sing songs they have learned while playing. As a result, they develop good communication, language and literacy skills.
- Children have access to daily outdoor play. They develop their confidence jumping on the trampoline. Children skilfully move around obstacles on balance bicycles and scooters. Younger children explore baskets of objects. They bang them together and move them in and out of containers. Older children use

scissors to cut small pieces of paper and glue them onto their pictures. These activities help children to make good progress in their physical development.

- During whole-group, adult-led activities, babies are not always supported enough to take part. For example, children are asked to verbally choose the song they would like to sing. This does not enable babies who are not yet talking to make a choice.
- Children behave well. They happily follow adults' instructions and understand the rules of the setting. They know that they must hold each other's hands when walking to the garden and roll up their sleeves when playing in water. This creates a positive and respectful environment.
- At mealtimes, children pour their own drinks and feed themselves, using cutlery. Adults give them just enough help so that they learn to do things independently. Children are proud of their achievements. They fill their own cup and say, 'I did it.' They keep trying when they find it difficult to put on their own shoes. This helps them to develop a positive sense of themselves.
- The childminder regularly talks to her assistants about their practice and how this can be improved. She identifies training and other professional development opportunities for them. This helps to ensure that a good quality of teaching is maintained.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks to ensure that her home and garden are safe for children. The childminder and her assistants have a good knowledge and understanding of safeguarding issues. This includes possible signs and symptoms that a child might be at risk of harm. They know the correct procedures to be followed should an allegation be made against them. They understand the local safeguarding partnership procedures for child protection. The childminder has robust procedures in place for checking her assistants' suitability to work with children.

What does the setting need to do to improve?

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

- provide consistently high levels of challenge during activities, to help the most able children to make the best possible progress in their learning
- develop good teaching practices further, to ensure that whole-group, adult-led activities meet the learning and development needs of all children.

Setting details

Unique reference number	EY394474
Local authority	Barnsley
Inspection number	10117475
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 11
Total number of places	12
Number of children on roll	19
Date of previous inspection	14 April 2016

Information about this early years setting

The childminder registered in 2009 and provides childcare in Barnsley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3. The childminder works with two assistants, who hold childcare qualifications at level 2 or above.

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 ensures 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity, led by an assistant, with the childminder.
- 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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