

# Childminder report

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Inspection date: 15 June 2022

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

### The provision is good

Children are well prepared by the childminder to expect a visitor. This helps children to remain settled and feel safe. As a result, children show their confidence as they greet the inspector and say 'hello' when she arrives. Babies have a restful sleep in the fresh air under the careful supervision of the childminder. When they awake, they find comfort in the childminder's arms as they slowly come around. Babies smile as they look around and recognise the children who are there. Babies' communication, social and emotional skills are well supported. The childminder is quick to observe their attempts at communication and responds with simple words, smiles and sounds.

Children are well prepared for school. They move on as confident and independent children, who are good communicators. Older children arrive from school at lunchtime with the assistant. They enter chatting happily. Children are used to their routine. They wash their hands and prepare to eat their lunch. Children confidently chat to the inspector about their day at school and say that they enjoy going to the childminder's house after school.

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

- The childminder clearly understands each child's stage of development. She has identified what individual children need to learn next and how to support their future development.
- The childminder plans her learning environment to make sure that she includes elements of what children are currently interested in. As a result, children are motivated and interested learners, who make good progress.
- Children bring a packed lunch each day, including children who are collected from primary school at lunchtime. Children mostly choose to eat the nutritious options first. They learn to understand about the importance of a healthy diet.
- Children learn to recognise signs, such as 'stop' and 'go'. In their imaginary play with cars, they use traffic lights and explain that the car must 'stop' because the light is 'red'. Children change the light to green and say that the car can go. This helps to support children's early literacy skills and colour recognition.
- Babies and young children explore different materials, such as a mound of different-coloured spaghetti. Their hesitation to touch the spaghetti quickly turns to concentration as they begin to explore the texture. At first, babies tentatively grab pieces with their fingertips. As their confidence grows, they move on from this, grab a fistful and pass it around. Older children use scissors to cut the spaghetti and tongs to lift it out of the container.
- Since her last inspection, the childminder has extended the provision for the children she provides care and education for. Alongside her home, the childminder uses an outbuilding situated in her garden. She has equipped the

environment with resources and activities that children can safely and independently help themselves to.

- The childminder plans her garden well for children's learning. Children learn to recognise and name numbers. For example, they explore a number line along the wall with number shapes cut out. They find the correct number to place into the cut outs. This helps to foster children's growing interest in numbers and problem-solving.
- The childminder has well-established relationships with the school that children attend. She shares appropriate information with them about children's well-being and development. The childminder also makes a request to school that the children who leave her setting at the same time go into the same class. This shows a positive attitude towards a cohesive way of working in the best interests of all children.
- The childminder holds regular meetings with her assistant. They discuss the individual needs of children, training opportunities and the assistant's own well-being.
- Children with special educational needs and/or disabilities are well supported. The childminder is quick to identify when children will benefit from extra support. With cooperation from parents, she makes the appropriate referrals to other agencies. This helps to ensure that children get the support they need to make the best progress they can.
- The childminder actively promotes children's communication and language skills. For example, she repeats what children say and reinforces the correct pronunciation.
- The childminder keeps parents well informed of their children's progress and development. However, she does not actively offer ideas to parents about how they can continue to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the procedures they must implement should they feel a child is at risk of neglect or abuse. They know the difference between the roles of the designated officer and social care. This means that any concerns about a child will be addressed quickly. The childminder and her assistant are aware of the 'Prevent' duty and why it is in place. The childminder has a robust recruitment procedure to ensure that adults working with children are suitable. She regularly checks the learning environment, including her home, to make sure that all areas are safe for children to use. This helps to ensure children's safety and well-being.

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

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

- provide parents with more information about how they can become more highly involved in working together to support their children's progress.

## Setting details

<b>Unique reference number</b>	EY355509
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10229524
<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>	0 to 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	26 January 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Wombwell, near 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

June Rice

### Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The childminder discussed her curriculum with the inspector and what she wants children to learn.
- The inspector looked at relevant documentation, and evidence of the suitability of staff working in the setting.
- The inspector spoke with children and parents and took account of their views.

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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