

Childminder report

Inspection date: 28 June 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	Met

What is it like to attend this early years setting?

The provision is outstanding

The childminder places children at the heart of everything she does. Children show strong emotional attachments to the childminder. They are very happy and settled in her care. Children are highly motivated and very eager to learn. They make rapid progress and thrive on the challenges and high expectations that the childminder provides. Children play imaginatively using play resources to make a shop. They problem-solve and make 'beeping' sounds as they pretend to scan the shopping. Children learn about money and how much items cost as they use pretend money to pay for their purchases. They are highly focused and display excellent concentration.

Children learn how to use road maps of the streets where they live. They talk confidently about the route they took to the childminder's home and describe whether they walked or came in a car. Children display how safe they feel and talk confidently to visitors about what they are doing.

Children's social skills are excellent. They take turns and work together extremely well. Slightly older children show great patience as they teach younger children how to push the two-seated tricycle with their legs. Children delight in the success they achieve. Children's behaviour is impeccable.

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

- The childminder is ambitious for all children. She knows children incredibly well and sets clear intentions to support and extend their learning. The childminder places the highest importance on developing children's language skills. She engages children in conversations and introduces new words throughout each day. Children use an extensive vocabulary and speak articulately using well-constructed sentences.
- Children display superb independence. They make independent choices in their play, help to prepare their snack and carry their own plate to the table. Children put on and take off their own shoes, including unfastening the laces. They also manage their personal self-care extremely well and understand the importance of washing their hands to remove germs. The childminder encourages children's independence to the highest level.
- The childminder builds strong foundations for children's early reading skills. She reads focused stories to support children's understanding and develop their memory. Children display a keen interest in stories and especially enjoy the story of 'The Very Hungry Caterpillar'. Children know the correct sequence of how the caterpillar becomes a butterfly. The childminder builds on this, ensuring that children experience 'real life', and encourages them to search for caterpillars and butterflies outdoors.

- Children display excellent physical skills. They persist incredibly well as they learn to stand on one leg, using their arms to support their balance. The childminder challenges children further and teaches them to hop. She gives children just enough support to help them succeed. Children skilfully throw and catch rugby balls. They share their knowledge and teach the childminder how to hold the rugby ball correctly.
- Parents speak very positively about the childminder and how she supports their children's development. They very much value her 'knowledge, advice, reliable presence and her loving nature'. Parents feel that the childminder's setting is 'excellent' and state that their 'children are extremely well cared for'.
- The childminder uses every opportunity to support children's mathematical knowledge. She consistently reinforces and extends children's counting skills, number recognition and understanding of simple addition. Children learn to share the pretend birthday cake equally. They also show their understanding of opposites, such as 'big and small' and 'high and low', as they bounce on the trampoline and jump over pretend waves.
- Children enjoy many outings with the childminder, including visits to different places of worship and the cultural market. They develop a deep understanding of the local community, different countries, different types of families and different cultural celebrations. Children show empathy, understand differences in people and learn to be tolerant.
- The childminder systematically reviews her curriculum and her teaching. She identifies where further developments can be made and uses this information effectively to focus her training precisely. The childminder seeks the views of parents and children to help her maintain her high-quality setting.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder is trained as a designated safeguarding lead practitioner. She has a detailed understanding of the procedures to follow should she have any concerns about a child's welfare. The childminder is acutely aware of the possible signs that may indicate a non-mobile baby may be at risk of significant harm. She consistently ensures children's safety in her home, garden and on outings. The childminder risk assesses her home and ensures that children know how to keep themselves safe. She uses the latest guidance on food safety to prepare food to help prevent children from choking.

Setting details

Unique reference number	302771
Local authority	Barnsley
Inspection number	10117196
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	2 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	23 May 2016

Information about this early years setting

The childminder registered in 2000 and lives in Royston, Barnsley. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Sugden

Inspection activities

- This was 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 childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the interactions between the childminder and children in her home and in her garden.
- Children talked to the inspector about what they have been learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including qualifications and evidence of suitability for the childminder and other adults living in her home.
- Parents told the inspector, through written feedback, how the childminder supports their children's learning, how she settles their children and family and how she keeps them informed about their children's progress.
- The childminder discussed her training and how she develops her knowledge and skills. She also discussed how she evaluates her practice with the inspector.

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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