

Childminder report

Inspection date: 4 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this homely and inviting setting. They have secure attachments with the childminder, who is kind, nurturing and knowledgeable. Children enjoy their time in the setting and eagerly explore the variety of experiences provided. The childminder has high expectations for all children's learning. She observes children as they play and carefully assesses their learning and development. She meticulously plans her curriculum and the activities on offer to support children's individual learning needs.

The childminder is a good role model and successfully engages children in stimulating activities. For example, children join in with the actions and words when singing familiar songs. Children show positive attitudes towards learning and a desire to investigate their environment. Children are very friendly and sociable individuals. They are keen to show the inspector the toys that they are playing with and the stories that they enjoy listening to.

Children are well behaved and listen carefully to the childminder. They are keen to help to carry out tasks and show a great deal of independence. The childminder helps children to learn about kindness and consideration. She helps children to share resources and to take turns.

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

- The childminder knows the children that she cares for very well. She confidently talks about what children are interested in and where they are in their learning and development.
- The childminder successfully incorporates what children are interested in when planning activities. This helps to ensure children are engaged and want to learn more. For example, children enjoy caring for injured dolls. They match up different shaped plasters to corresponding shaped injuries. This helps children to begin to recognise simple shapes.
- Overall, the childminder supports children's communication and language development well. She repeats words and phrases back to children, so they hear the correct pronunciation. She introduces new vocabulary and asks children questions to check their understanding. However, occasionally, the childminder does not allow children sufficient time to answer her questions and develop their thinking skills further.
- Books are used effectively to promote children's literacy skills and love of stories. The childminder is very animated as she reads children stories, this helps to engage the children and maintain their attention.
- The childminder supports children to learn about different people and communities through the activities and resources that she provides. For

instance, children look at books about our bodies and discuss what makes them similar to and different from each other.

- Children's independence is promoted well. Older children help to set up for snack. They hand out drinks to their friends and all children have a go at buttering their own toast at snack time.
- Children are active and spend time outside each day. They enjoy exploring the childminder's garden as they develop their physical skills. Older children explore pouring water and rolling balls along chutes, giggling as they splash and squirt each other. Babies move along an uneven track as they develop their walking skills and learn how to manage risks.
- Parents speak highly about the childminder and her setting. They say she helps their children to make progress in their learning and plans a range of fun activities and outings for children to enjoy. They praise the childminder's good communication and say they receive regular updates about their children's day and what they are learning. This includes how they can support learning further at home.
- The childminder has good relationships with other settings that children attend and with the local school. She shares information about children's learning and what they need to do to make further progress. This provides a continuity to children's care and education.
- The childminder completes regular training to keep her knowledge and skills current. She evaluates what she has learned and how this can be incorporated into her setting to support children's learning further.
- The childminder reflects on her practice and the opportunities that she provides for children. She has changed the way she plans outings, so that they reflect the particular learning needs and interests of the children. For instance, children enjoy visiting the train station or the duck pond as they learn about transport and nature.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her setting is safe and secure. She undertakes regular safety checks of all areas used by the children. The childminder has completed relevant training to ensure her safeguarding and child protection knowledge is up to date. She has a secure understanding of how to identify children who may be at risk of harm. She is aware of local safeguarding partnership arrangements and knows who to report any concerns about children's safety or welfare to.

What does the setting need to do to improve?

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

- allow children time to think and respond to the questions they are asked to fully support their communication and language skills.

Setting details

Unique reference number	2545451
Local authority	Barnsley
Inspection number	10215534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Royston area of Barnsley. The childminder operates Monday to Thursday from 7.30am to 5.30pm, all year round except for bank holidays and family holidays. She holds qualified teacher status. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household and first-aid qualifications.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback from parents to consider their thoughts and opinions about the setting.

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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