

# Childminder report

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Inspection date: 6 July 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident, happy and settled in their environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. The childminder knows the children well. She promotes their learning and development through a range of experiences. Children enjoy regular outings with the childminder to the library, local woods, cafes and playgroups. The childminder is aware that some children have missed out on social opportunities since the onset of the COVID-19 pandemic.

Children play with a variety of resources that are appropriate for their age and stage of learning. For instance, children explore different instruments, engage in small-world play and explore technology. Children also show a keen interest in looking at books and turn the pages independently. Children laugh and have fun with the childminder as she reads with them enthusiastically.

The childminder skilfully supports children who are learning English as an additional language. They benefit from her positive and ongoing interactions. Children's confidence grows, and they eagerly copy new words. They listen and show their understanding as they follow the childminder's instructions. The childminder has high expectations of the children at her setting. As a result, all children make good progress.

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

- The childminder has a good understanding of how children learn through their play. She uses her knowledge well to plan her curriculum to teach children new skills. Children practise skills and consolidate their learning through a range of interesting opportunities. For instance, they enjoy visiting the shops and cooking with different ingredients.
- The childminder provides children with a broad range of outdoor activities. As a result, children develop good knowledge and understanding of the world around them. Children enjoy their visits to the woodland to make 'campfires'. They enjoy talking with the inspector about their 'adventures'.
- The childminder supports children's communication and language skills by narrating their play and adding new words. For example, they discuss the Italian word 'luna' and how it means moon. As a result, children are becoming knowledgeable and confident communicators.
- The childminder plans a variety of activities and experiences. Children show their complete pleasure as they join in and share their knowledge. However, the childminder does not always provide extra challenge for older children. This does not extend their learning.
- Children behave well. The childminder has a caring nature and is an excellent

role model. Her consistent approach to managing children's behaviour supports children to understand rules and boundaries. The childminder encourages older children to involve younger children in their play. As a result, children are respectful and listen to each other. They share and take turns.

- The learning environment is well resourced and children explore confidently. There is a small range of resources which reflect the diversity of life in modern Britain. However, these are not enough to ensure that all children develop a positive attitude to their individuality.
- The childminder is ambitious and continues to reflect on her practice. She identifies how to make improvements that support the children in her care. For instance, the childminder accesses regular webinars and training to enhance her teaching skills.
- Parents comment on the excellent support and communication they received during the COVID-19 pandemic. Parents receive regular updates about their children and what they have been learning. Children share their new knowledge with their parents. For example, they talk with them about their visits to the woodland.
- Children benefit from regular songs and rhymes. The childminder sings using different tones of voice and volume to show different meanings, such as urgency, in songs. Younger children listen attentively and laugh with delight as they anticipate the tickle on their tummies at the end of the rhyme.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear working knowledge of how to keep children safe from harm. She attends regular training sessions and updates. The childminder pays close attention to children's mental health and is aware of how to support their emotional well-being. She is aware of her responsibility to prevent families being exposed to, or drawn into, extremist behaviour. The childminder has robust procedures to help to protect children in her care. She takes steps to minimise any risks and carefully supervises children.

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

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

- enhance teaching practice to ensure that children are consistently challenged in their learning
- help all children to learn about similarities and differences between each other and people in their wider community, to help to prepare them for life in modern Britain.

## Setting details

<b>Unique reference number</b>	2527533
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10208350
<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>	1 to 11
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Yvette Brown

### Inspection activities

- This is 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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and the children.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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