

Childminder report

Inspection date: 15 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 settled and happy in the childminder's care. They have a close bond with her. They welcome visitors with a smile and talk to them about their experiences. Children show they feel safe and secure through increasing levels of confidence. They have access to a good range of resources, allowing them to explore. They independently choose what they would like to play with.

Children learn good hygiene practices. They learn to wash their hands for lunch for two minutes listening to music. This supports children to gain a good understanding of keeping themselves healthy and safe. Older children are developing independence in managing their self-care needs, such as toilet training, in preparation for their eventual move to school.

The childminder is supportive of the families in her care. Parents describe the setting as 'homely and not formal but still engaging and stimulating'. The childminder has good links with the school and uses these to support the children in their learning. For example, she uses the school's 'letter of the week', P for 'plaque' and 'patient', while exploring the topic of dentists, to develop new vocabulary. Children enjoy singing familiar action songs. They enjoy choosing what happens, such as 'The grandads on the bus say "What's that noise?"'.

Children have opportunities to play with other children outside of the setting, such as when they meet with other childminders. As a result, children develop good social skills, are confident and behave well.

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

- Children develop good speech and language skills. Babies learn nursery rhymes as the childminder sings with them. Older children enjoy stories throughout the day. The childminder supports good pronunciation of words, repeating them so younger children can copy. She provides a running commentary for younger children so they can learn new words.
- The childminder has good relationships with parents. She provides daily updates and shares photographs to show how the children are learning from the activities. The childminder also has good links with other settings the children attend, as well as the local school they move on to. The exchange of information about children's progress is effective. All settings work together to support children's next steps of learning. These close links provide children with good continuity of care and learning.
- The childminder encourages children's independence effectively, such as opening the paint pots and finding storybooks. She encourages children to ask for help if needed, and steps in when requested to do so. Older children put on

their own shoes and coats. They take themselves to the bathroom. Children are well prepared for the transition to nursery and school.

- The childminder has a good range of toys and resources to provide different activities which support children to make good progress. Children enjoy being able to choose their own activities, and they encourage each other to join in and share the books and toys. However, for some younger children, the available resources lack the challenge needed to fully maintain their concentration and extend their learning to their full potential.
- Children are well behaved. While painting together, they chat naturally. They enjoy playing together, finding each other's noses and ears. Children form a close bond with each other and the childminder. This supports their personal, social and emotional development well.
- The childminder provides a good range of healthy food choices. Water is readily available and older children use an open beaker to drink from. The childminder supports parents to provide healthy snacks and packed lunches. However, at times, children are given less healthy options. This sends confusing messages to parents and children.
- The childminder works closely with other childminders, attending groups together, sharing ideas and supporting development of policies and good practice. She also attends training, such as safeguarding refreshers. Although the childminder has attended training to strengthen her practice and enhance her understanding of child development, there remains scope for additional training to enhance her teaching skills and knowledge to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She keeps her knowledge up to date. The childminder knows how to recognise safeguarding concerns and the actions needed should a concern arise. The childminder provides a safe environment for the children. She minimises risks effectively by undertaking daily checks of the home and garden.

What does the setting need to do to improve?

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

- ensure planned activities are consistently challenging, especially for younger children, so that learning is extended even more effectively
- consistently provide children with healthy food choices
- seek wider training opportunities to strengthen the quality of teaching and knowledge of early years development to an even higher level.

Setting details

Unique reference number	2515971
Local authority	Barnsley
Inspection number	10206556
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Staincross area of Barnsley. She is open Monday to Friday, from 7am to 6pm, all year round except for bank holidays and family holidays. The childminder holds an early years qualification at level 5.

Information about this inspection

Inspector

Angela Foley

Inspection activities

- This was the first 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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector read feedback from parents.
- The inspector observed interactions between the childminder and children.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.
- The inspector carried out a joint observation of an activity with the childminder.

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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