

Childminder report

Inspection date: 20 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy their time in this welcoming and homely setting. They are safe, happy and have secure attachments with the kind and nurturing childminder. Children seek out the childminder to join in with their play. They delight in singing songs and listening to stories. The childminder has high expectations for all children's learning. She plans experiences that are stimulating and challenging. Children show positive attitudes towards their learning. They concentrate well as they use scissors to make snips in paper. The childminder successfully supports younger children to use the scissors safely and effectively. Children show pride in their achievements and are eager to show the childminder and their friends what they have made.

Children are well behaved and very polite. They say please and thank you when asking for things without being prompted. They are keen to help the childminder to complete age-appropriate tasks, such as helping to tidy away the pens after they have finished drawing. Children learn about kindness and respect for each other as they play. The childminder reinforces simple rules and promotes sharing and turn taking. For instance, children take it in turns to play the xylophone during a singing activity.

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 describes children's individual characters and what makes them unique. The childminder observes children as they play and assesses their development. She plans activities and outings to help children to make progress in their learning.
- The environment is organised to promote children's independence and children choose what they would like to play with. However, children sometimes find the large number of resources to choose from overwhelming, and they do not access some of the things on offer. Furthermore, there is limited space in some play areas for children to be able to fully play and explore.
- The childminder prioritises children's communication, language and literacy development. She provides endless opportunities for children to communicate with each other and the childminder. Children confidently chat to each other as they play in the water with sea creatures. They talk about where the animals live and compare their sizes.
- Children's mathematical development is promoted well. The childminder has organised her setting to support children's early mathematical development. Children count, identify numerals, fill and empty containers and measure different items.
- Children have plenty of opportunities to engage in drawing and painting to develop their small-muscle skills. Children give a narrative about what they are

drawing as they begin to make up and tell stories.

- The childminder helps children to understand how they are feeling and to talk about their emotions. She uses a range of activities and books, which reflect a diverse range of people and communities.
- Parents speak highly about the childminder and say that she has excellent communication skills. They comment that the childminder regularly shares what their children are learning in her setting. She asks about children's interests and home lives, so she can incorporate this into the activities that she plans. Parents say that their children are happy and enjoy attending the setting. Children happily talk about the childminder at home and describe all the wonderful things they have been doing.
- The childminder reflects on her setting and the opportunities that she provides for children. For instance, the childminder identified that not all parents were engaging in the setting. She has overcome this by introducing new strategies, such as a bear for children to take home to find out more about what they are doing at home. Children enjoy taking home the bear and sharing their experiences with their friends.
- The childminder is experienced and keeps her knowledge and skills up to date through completing regular training. She brings what she has learned back into the setting to enhance the opportunities that she provides for the children. For example, following a recent forest school session, the childminder has added herbs and flowers to the water area. This allows children to explore using all of their senses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She keeps up to date with current requirements through regular training. The childminder is aware of safeguarding issues, such as female genital mutilation and online safety. She is confident with the local procedures for reporting any concerns about the safety and welfare of children in her care. The childminder makes sure that her home is safe for children and minimises any potential hazards. She teaches children about keeping themselves safe in her home and when on outings. For example, children learn how to keep safe in the sun and how to cross a road safely.

What does the setting need to do to improve?

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

- review the organisation of the environment to give children more space to play and explore, to develop their skills further.

Setting details

Unique reference number	EY481201
Local authority	Barnsley
Inspection number	10218643
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Mapplewell, Barnsley. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides 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.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to consider their views 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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