

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 quickly settle into the childminder's home. They very much enjoy exploring the well-resourced learning environment, particularly the outdoor area where they have access to an abundance of play opportunities. Children delight as they fill and empty containers with water and imaginatively make soup, adding home-grown herbs into their creations. They laugh as they splash in puddles before returning to the childminder's knee, requesting a story. They have formed excellent bonds with not only the nurturing childminder, but her whole family. This helps them to feel safe and secure and parents comment on the childminder's 'kind, caring and patient' nature.

The childminder knows the children well. She knows what they can do and what they need to learn next. This helps children to make good progress. The childminder values their individual personalities and recognises their unique interests and learning needs. For example, she is supporting children to develop their fine motor skills to help them with writing, through their interest in dinosaurs. They form letters in rice and develop dexterity and strength as they tie knots in string to make leads to walk their dinosaurs. The childminder enthusiastically encourages the children who persevere and show determination to accomplish challenges. This helps them to develop positive attitudes to learning.

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

- Children's communication and language skills progress well. The childminder values the importance of reading stories to fascinated children. She uses skilled questioning to check their understanding and children suggest alternative words for 'tall' and 'little'. This helps them to extend their vocabulary and develops their love of reading.
- Children go on regular outings to offer them different experiences. For example, they learn about the world around them on visits to parks and on walks. They track aeroplanes that they see in the sky online and hunt for dinosaurs in the woods. The childminder teaches them about trees and plants as they visit the duck pond where they meet and talk to different people. This develops children's social and cultural knowledge well. The childminder has strong links with other childminders and regularly meets with them and the children they care for. This gives children further opportunities to develop their social skills.
- Children learn how to stay safe and healthy. They talk about getting rid of germs during handwashing. Children eat healthy and nutritious meals and the childminder reminds them about the importance of staying hydrated in warmer weathers. They learn about how to look after their bodies as the childminder teaches them how to brush their teeth. However, the childminder does not yet fully make the most of opportunities for children to develop their independence

skills.

- Children's behaviour is good. The childminder is an excellent role model. She has high expectations for children who understand the rules and routines of the setting. She reminds children to use the 'magic word'. They discuss fairness and sharing when dividing fruit at snack time where children kindly offer the inspector an apple. This helps to give children the positive attitudes and skills they need in life.
- The childminder has strong links with the local school. She gathers information from them regarding children's learning and complements this at her setting. For example, she knows that children are learning to write their name so provides different media to support this and helps children hunt for the letters from their name on signs in the environment. This helps children to make good progress.
- Although parents have not entered the setting since the COVID-19 pandemic began, they comment that communication is good and they appreciate the photo updates. The childminder tells them about new skills that children learn. However, she does not yet consistently share information about how these can be supported at home to extend children's learning further.
- This experienced childminder has a clear and ambitious vision for her setting. Her passion and dedication are admirable. She is committed to her continued professional development, updates the environment, and regularly refreshes her safeguarding knowledge. This helps to drive improvements in the setting.

Safeguarding

The arrangements for safeguarding are effective.

This childminder takes her responsibility to safeguard children very seriously. She has an in-depth knowledge of child protection and understands the wider issues that pose a risk to children in the local community, including county lines. She is vigilant to the signs and symptoms that may indicate that a child is at risk of abuse or neglect and takes timely action to keep children safe. The premises are safe and secure, and the childminder completes thorough daily checks to minimise hazards that may pose a risk to children's safety.

What does the setting need to do to improve?

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

- further promote ways for children to develop their independence
- work more closely with parents to provide information on how they can further support children's learning at home.

Setting details

Unique reference number	302737
Local authority	Barnsley
Inspection number	10069073
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	4 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 October 2014

Information about this early years setting

The childminder was registered in 2000 and is situated in Barnsley, South Yorkshire. The childminding provision operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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