

# Childminder report

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Inspection date: 1 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have fun and enjoy independently choosing resources and activities. They like to follow the established routines which are in place. Children are respectful of each other at all times. For example, during circle-time singing sessions, children know to sit on a mat and take turns at choosing a song from the box. Children enjoy writing their names and explore basic mathematical concepts. They delight in finding and recognising numbers through songs and movements. For example, they count currant buns while singing, and correctly identify the numeral and amount.

Children relish being independent and enjoy having responsibilities. For instance, they take pride in tidying up after mealtimes, getting their own drinks and sorting out their own toileting needs. The childminder has strong links with the school and recognises the skills which children need to ensure a successful start to their next step on their educational journey. Children enjoy risk assessing as part of their role at the setting. They dress up and use a checklist to find where they need to be careful and the safe movements they should make. This helps children to move safely and make decisions about their own risks.

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

- The highly qualified childminder carefully plans activities for children to explore. For example, she has made a number of personalised resources that link to themes that children are currently exploring. This helps to give children a connection and supports them to stay engaged.
- The childminder is reflective. She constantly changes her practice to follow children's interests. As a consequence, children receive a personalised day, where they feel cared for and loved. For instance, the childminder communicates daily with parents to obtain information about the children in her care.
- Children love story time and each one has a role within the story. The childminder engages children in stories through the use of props. Children are respectful and listen intently. They offer ideas and opinions of how the story might end. The childminder uses every opportunity to sneak into the story, movement, mathematics and a love of words. For example, children enjoy counting objects in the book and joining in with the refrains, as well as huffing and puffing like a bad tempered wolf.
- Parents speak highly of the childminder. They are particularly grateful for the activities, home packs and visits that the childminder and her family made to them during the COVID-19 pandemic, when children were unable to attend the provision. Parents appreciate the information which the childminder shares with them about their child's progress and development.
- The childminder analyses and tracks children's progress and development. She

uses this information to see if any interventions are needed to close any gaps in children's development. The childminder uses additional funding to source training to ensure that all children are able to meet their developmental stages.

- Children benefit from a healthy eating meal plan which the childminder has put in place. The childminder provides a wide range of food for the children to make their own wraps from. She encourages and praises children to try new foods, while still providing food that they will enjoy.
- The childminder's home and garden are welcoming and include a wealth of resources. However, at times the number and amount of resources which children explore are left to build up, this leads to some children not being able to fully explore some areas or complete their learning needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is an excellent role model. She helps children to understand some of the risks which they take. The childminder and children complete their own health and safety checks together to identify any potential hazards which should be avoided. The childminder has a strong and secure knowledge of safeguarding. She fully understands the signs and symptoms of abuse and when to report concerns should she feel a child is at harm. The childminder understands her role well and works closely with parents to ensure that everyone in the community, young and old, are aware of how to keep each other safe from potential dangers. For example, the childminder also runs a local nursery which is used by many of the local families, from here she shares news, ideas and current safeguarding issues such as 'cuckooing'.

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

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

- ensure that all children can readily access all appropriate resources, so that they can fully explore their needs and accomplish their developmental steps.

## Setting details

<b>Unique reference number</b>	EY442323
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10069075
<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>	4 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	11 September 2014

## Information about this early years setting

The childminder registered in 2012 and lives in Barnsley. She operates all year round from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She also operates on approved non-domestic premises for up to 50% of her time. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Creagh

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the childminder with the inspector.
- The childminder and the inspector discussed the curriculum.
- The inspector undertook a number of observations of the childminder and 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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