

Childminder report

Inspection date:

28 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy in the setting. They are quick to settle and feel safe. They have positive relationships with the childminder. Children are developing relationships with each other. Children's behaviour is usually positive. However, the childminder is not consistent in reminding children about the rules of working in a group, before or during an activity. This leads to the more confident children taking over. As a result, others do not get the chance to fully contribute. At lunchtime, children have the task of finding another child's place mat. This supports their early reading skills. Children talk about a recent visit to the dentist and the importance of caring for their teeth. Children wash and dry their hands before eating. This shows an understanding of the need for good hygiene practice.

Children sit and listen to a story soon after arriving in the morning. After the story, the childminder lets them choose what they want to do. This helps to promote their independence and choice. Babies get lots of cuddles, which they enjoy. They explore a treasure basket and find items to hold and shake. This helps promote their developing physical skills. However, despite the childminder explaining how she communicates with babies, she rarely uses facial expressions, or reacts to the sounds and babbling they make. This does not support their early attempts at communicating.

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

- The childminder sets out an activity for children to name numbers and colours, and to match quantities to numbers. However, the childminder does not take time to explain the activity. As a result, the activity is easily disrupted by the more confident children, who have their own ideas of how the activity should go. They also answer questions directed at other children. This means the less confident children do not get time to think about what is being asked, or the opportunity to answer.
- Children know that print has meaning. They point to a notice in the home corner and ask what it says. The childminder explains it is a list of opening times for the café. The conversation goes no further, and they discard the notice because they are no longer interested.
- The childminder discussed her curriculum and what she wants children to learn next. She uses this information to plan activities that include specific learning for individual children.
- The childminder has positive relationships with parents, who share general information about their children's well-being daily. The childminder provides parents with a termly report. This helps to keep parents up to date about the progress their children are making.
- Babies show a developing curiosity for people around them. They are reassured

in the presence of the childminder, who frequently cuddles them.

- The childminder promotes healthy-eating habits. She provides freshly cooked meals, water, and diluted juice to drink. Everyone eats together, while the childminder spoon feeds babies.
- The childminder has a kind and caring manner. This helps to support children's emotional well-being. The childminder holds babies until they go to sleep and then places them in their pushchair. Babies wake up smiling and rested.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She is clear of her responsibility to keep children safe. The childminder knows the signs that may indicate a child is at risk of harm and how to report concerns about children's welfare. The childminder continues to risk assess areas used by the children to enable her to identify and remove any potential hazards, helping to keep children safe.

What does the setting need to do to improve?

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

- find ways to have uninterrupted time with babies, to be attentive and fully focused on supporting their early attempts at communication
- be more precise in your instructions when inviting children to join in group activities and help them to understand the rules of working with others.

Setting details

Unique reference number	EY372144
Local authority	Barnsley
Inspection number	10117442
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	0 to 9
Total number of places	12
Number of children on roll	4
Date of previous inspection	26 June 2015

Information about this early years setting

The childminder registered in 2008 and lives in Wombwell, Barnsley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

June Rice

Inspection activities

- This was the first routine childminder 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 inspector spoke with the childminder about her educational programme and what she wants children to learn.
- The inspector looked at relevant documentation.
- The inspector observed interactions between the childminder and the children present during the inspection.
- The inspector took account of parents' views.
- The inspector assessed the childminder's knowledge and understanding of safeguarding practice and the procedures she must follow to help protect 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022