

# Childminder report

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Inspection date: 24 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 arrive at the childminder's home with enthusiasm and an eagerness to play in this stimulating environment. They are warmly welcomed by the childminder, who knows them very well. As a result, children show a positive attitude to their learning. They are happy and secure and quickly settle into the wide variety of experiences on offer. Children are free to explore the stimulating activities and enjoy daily opportunities to go into the large garden for fresh air and exercise. Here, they can choose from a range of equipment and activities to develop their physical skills. For example, they can run freely, climb on the apparatus, go up and down the slide, and sing and dance together.

Children regularly explore their local community. They walk to the local park and develop their curiosity of the world around them as they search for minibeasts, such as spiders and slugs. Children examine the living creatures they find, using magnifying glasses, and they use their clipboards to record their findings. While on the walk, children have good opportunities to develop their communication and language skills. For example, they are encouraged to talk about what they see and hear. The childminder joins in with children's play and comments on the natural environment around them. Children are supported to extend their vocabulary as they are given time to respond and are asked appropriate, open-ended questions.

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

- The childminder knows the children well and has high expectations of what they can achieve. She uses children's interests and her secure knowledge of child development to support their early learning skills effectively. The childminder plans interesting play experiences and activities that are matched to children's individual needs. As a result, children build on their existing skills and make good progress in their learning and development.
- The childminder provides many opportunities throughout the day for children to develop their understanding of numbers and mathematics. For example, children sing counting and rhyming songs together. They count familiar objects as they walk to the park and recognise the different colours all around them. Children learn about volume and capacity as they play in the water tray outside. They recognise and match numbers when playing with dice games and jigsaws.
- Children behave very well. The childminder encourages them to care for each other. Older children understand the importance of sharing and taking turns, such as when they play games together. Afterwards, children tidy up independently, showing care for their environment and resources.
- Children learn how to be healthy and safe. For example, when out in the community, children learn all about road safety. The childminder teaches them to 'stop, look and listen' when crossing the roads. She promotes a healthy diet

and children have access to drinking water during the day. Children follow consistent hygiene routines and learn about the importance of washing their hands.

- The childminder supports children to become independent. Children choose healthy and nutritious food at snack time, and older children pour their drinks and chop their fruit. They put their shoes and hats on by themselves and clear away their cups and plates.
- Children are starting to recognise the differences between themselves and others. For example, the childminder provides books and stories to help children to identify their own uniqueness and qualities. However, she has not yet fully established the promotion of diversity. Children do not have consistent opportunities to learn about communities, faiths and religions which are different to their own.
- Parents are extremely complimentary about the childminder. For example, parents describe the care provided for their child as 'a home from home' and describe the service at the setting as 'phenomenal'. The childminder shares information about children's learning and development with parents each term. However, she is not yet consistent in helping parents to support and extend their children's learning at home.
- The childminder works collaboratively with her assistants. They share ideas routinely and strive towards improvement of the setting, teaching and learning. The childminder and her assistants complete training to ensure that their knowledge and understanding are kept up to date. There are systems in place for their continual professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is clean and well maintained. The childminder and her assistants undertake regular risk assessments of equipment, activities and experiences to ensure that children's well-being and safety are paramount. They risk assess all outings beforehand. The childminder and her assistants have a good knowledge of the signs and symptoms that might indicate abuse. They understand their responsibilities in reporting these concerns and know the process for doing so. The childminder and her assistants understand the process regarding possible allegations of abuse and what actions must be taken. They also understand wider aspects of safeguarding, such as the 'Prevent' duty.

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

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

- provide more opportunities for children to learn about and respect other communities, faiths and religions which are different to their own

- build on the current partnerships with parents in order to help them to support and extend their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY436001
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10229584
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	12 October 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Kexbrough, near Barnsley. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistants. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jayne Ward

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their written views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder, her assistants and children, to help evaluate the quality of education.

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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