

Childminder report

Inspection date: 3 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and comfortable in this setting, which is calm, welcoming and well organised. Children are valued as individuals and treated as equals as they share conversations with the childminder. The childminder knows children well and gives them time to think and respond. Children have lots of opportunities to develop their physical skills and spend time each day outside. Children walk to school and visit the park and recreation ground where they play and look at the goats, pigs and ponies. Children make regular visits to pre-school, and to local shops, markets and supermarkets.

The childminder encourages children to develop a love of books and reading. Children sit on her lap and read a book about planes, turning the pages and lifting the flaps. Children talk aloud, telling the story from the pictures. Children's behaviour and attitudes are good. They listen, respond and say 'please' and 'thank you'. Children are encouraged to help to put things away and choose what they would like to play with. They are confident and make requests and ask for help when needed. The childminder listens to children and asks questions to extend their learning. Children have opportunities to share their ideas through language.

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

- The childminder has developed a curriculum that covers all areas of learning. She adapts this for individual children and understands that children learn in different ways. The childminder shows dedication. She regularly attends training events and courses to enhance her practice and support the children in her care.
- The childminder identifies lots of opportunities for children to explore counting and remembering. Children notice acorns on a puzzle, and the childminder reminds them of the acorns that they have seen. They point and count the acorns. The childminder encourages children to repeat new words to improve their memory and to assess their learning, such as finding something 'purple' or 'orange'.
- The childminder gathers information about children from parents, in discussion and in writing. This helps to inform children's starting points in learning as she observes children. The childminder shares information with parents in daily conversations and in a two-way diary.
- The childminder shares photos with each family using an electronic app, and parents share photos of family events. Children look through photos, describing and explaining their activities. For instance, they discuss their plans to engage in 'potion making' again.
- Parents say that their children are happy in the setting. They comment that the childminder helps their children develop as people. Parents comment that their children's speech and numeracy skills, particularly their ability to count, have

improved since being with the childminder.

- Children learn to use the toilet independently. The childminder makes sure that there is space and suitable equipment. She changes children's nappies on a mat and talks gently to children, counting their legs and arms.
- The childminder welcomes children with different needs, including children who are learning English as an additional language and children with special educational needs and/or disabilities. She adapts her practice to suit the needs and expectations of all children. She is informed by parents and has made links with the local quality improvement team and other professionals. However, she does not yet have direct contact with specialist services for all children.
- The childminder supports children's development of healthy lifestyles. Children learn to wash their hands before and after toileting and eating. They talk about brushing their teeth and not putting things into their mouths.
- The childminder provides healthy meals and snacks. Children count the clementines at snack time and decide whether they want their apples to be peeled.
- Children happily narrate their play and have opportunities to experiment with mark making. Children sit on the childminder's lap and pretend to read their writing saying, 'That's my name'.
- The childminder sits on the floor as children play with play dough. Children are confident. They give the childminder instructions and ask for help as they chop the play dough and count the pieces.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms of abuse. She knows where to get support and how to make a referral, displaying a poster showing safeguarding contact numbers, for example. The childminder attends conferences to update her knowledge of the local safeguarding partnership and has policies to support her good practice. She keeps records of attendance, visitors, accidents and existing injuries. The childminder has a fire-escape procedure.

What does the setting need to do to improve?

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

- strengthen partnerships with other agencies to get specific information and support for individual children.

Setting details

Unique reference number	2573508
Local authority	Barnsley
Inspection number	10249076
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	1 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Barnsley. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the areas used for childminding and explained how they are organised.
- The inspector listened to children during the inspection.
- The inspector observed children and the childminder interacting.
- The childminder showed the inspector relevant documentation.
- The inspector had conversations with parents during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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