

# Childminder report

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Inspection date: 20 October 2022

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<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, all aged two, are happy and very settled. They move freely around the safe home to select what they want to play with from accessible resources. They make choices from healthy snack and lunch options. This helps them to develop early independence. Children are familiar with daily routines. For example, they help to tidy up and wash their hands before eating. Children have secure emotional attachments to the childminder. This helps them to feel secure.

Overall, children are making good progress and developing skills for future learning. They focus well and use impressive language. For example, as children imaginatively explore dough, they exclaim that they are making a dinosaur and a wiggly worm. Children behave well and, overall, play amicably alongside one another.

Children enjoy the childminder's enthusiastic and good-quality interactions. The childminder keeps children motivated and engaged. For example, she shows children how to roll the length of dough in order to change the worm into a snail. Children are developing good small-muscle skills. For example, they make marks with drawing resources and learn how to use dough tools and scissors. The childminder encourages children to press down harder to cut the dough. This helps them to achieve what they set out to do.

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

- The childminder closely observes children and regularly assesses their progress. She effectively supports key stages of children's development, such as their language and physical skills. She does this in consultation with parents. The childminder promptly identifies possible developmental concerns. She encourages parents to seek advice from other professionals. This ensures that, if required, children receive more targeted support.
- The childminder provides ample activities. These support children's progress and build on their experiences. However, the childminder does not have an optimum understanding of how activities link to the educational programme. This means she does not always precisely target future plans for children's learning and identify possible gaps in her educational programme.
- The childminder expands children's learning well during activities. For example, children play with the hairdresser dough kit. The childminder models how things work. She turns the handle on the chair, and children giggle as the dough oozes through the holes on the play figure's head. They show great perseverance as they have a go. The childminder explains that the more they turn the handle, the longer the 'hair' grows.
- Children use good manners during daily routines. The childminder helps children

to share and take turns with resources, such as a doll's pram. She uses a positive approach and gives cuddles and praise. This helps to foster children's self-esteem and confidence. However, she does always effectively support young children to understand the impact of their occasional unkind actions on others.

- When children started as babies, the childminder identified some impact from the pandemic. She addressed this by introducing them to toddler groups one step at a time. This helped to build up their confidence, sense of security and socialisation.
- The childminder supports children's early communication skills effectively. For example, she engages children in conversations during care routines and activities. She encourages children to use language in many ways. For example, children talk about their home experiences, such as a trip to the hairdresser's.
- Children have good opportunities to learn about the world around them. For example, children visit local markets and museums. They catch and release fish during an outing to the local pond. They go on walks to collect leaves and create collages with these. Children also join in with events taking place at the community allotment.
- The childminder has effective settling-in arrangements in place. She tailors these to children's individual needs. Parents share essential information, such as home routines. This enables the childminder to provide consistent care, which helps children to feel secure. The childminder shares children's progress and records of learning. She and parents exchange photographs. This helps them to build on children's learning together.
- The childminder shares ideas with other childminders. She keeps up to date with changes. However, she does not make full use of self-evaluation to identify future improvements, including continuing professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps her knowledge updated through safeguarding training. She can identify possible signs of abuse. These include those that may indicate children are at risk of harm from extreme behaviours and views. The childminder understands how to report her concerns. This helps to keep children safe and protected. The childminder undertakes good risk assessments to promote children's safety, indoors and outdoors. She minimises accidents, for instance, by closely supervising children. She reminds children of safe practices, such as not wandering away from the table when eating.

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

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

- develop a greater knowledge of how activities link to the educational programme in order to more precisely plan for children's learning and any gaps in the programme
- use more effective strategies to help young children learn to manage their own behaviour and understand the feelings of others
- improve systems of self-evaluation, to target areas for improvement and continued professional development that will strengthen practice.

## Setting details

<b>Unique reference number</b>	302753
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10229396
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	13 December 2016

## Information about this early years setting

The childminder registered in 1995 and lives in Penistone, Sheffield. She is open all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rachel Ayo

## 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 childminder and has taken that into consideration in their evaluation of the childminder.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors.
- The inspector held discussions with the childminder to understand how she organises the early years provision and implements her curriculum. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder shared photographs to provide further evidence of her curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection.
- The childminder shared relevant documents with the inspector. These included evidence of the suitability of persons living in the household, records of learning, training certificates and written feedback from parents.

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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