

Childminder report

Inspection date: 20 March 2023

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 supported to feel safe and emotionally secure in the childminder's care. This is because she recognises the impact COVID-19 restrictions have had on children's personal and social development. The childminder places a strong emphasis on supporting children's confidence, communication and independence skills. She understands how this lays a secure foundation on which children's future learning is built upon. It also helps them to be ready for their eventual transition to school. For example, children are initially supported to develop a secure attachment to the childminder. The childminder then works on supporting children to play alongside their peers, with an end goal of supporting children to play cooperatively together.

Children happily chat away to the childminder as they choose their own play resources. The childminder skilfully observes children, using their interests to build on their previous knowledge and skills. When children select to play with play dough, she uses the opportunity to support their turn-taking and sharing abilities. Children benefit from regular outings to places of interest, like the woods, farm, indoor-play activity centres and stay-and-play groups. The childminder understands how these opportunities broaden children's experiences and develop their skills. For example, children are enabled to develop their physical skills when they go to indoor play areas. Playdates with other childminders and their children are also planned. This helps children to develop relationships with a wider group of peers and other adults.

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

- The childminder obtains key information from parents when children first start to ensure that she can meet their individual needs. She monitors children's progress from their starting points. This enables her to continually build on each child's previous knowledge and skills.
- Children arrive with confidence as they are warmly greeted by the childminder. The childminder considers which children she is caring for each day as she sets the environment up to meet their developmental needs and interests.
- Well-resourced book areas enable children to freely access an interesting range of stories. Children enjoy taking books to the childminder to read. As children turn the pages, the childminder takes time reading the story. She pauses as she reads the book, which encourages children to recall familiar words and phrases.
- The childminder continually talks to children as they play. When children say simple sentences or unclear words, she repeats these back clearly and adds new words to help extend children's vocabulary. However, the childminder does not consistently allow enough time for children to think and respond with their own thoughts and ideas when she asks them questions.

- Children's chosen play experiences are made purposeful as the childminder actively engages in their play with them. For example, the childminder knows children are interested in what letter their name begins with, so she provides letter cutters when children play in the play dough. Children point to each letter as they link it to the associated child's name.
- The childminder encourages children to count out how many items they have as they play. The childminder points to each item as she counts, which helps children to learn the value of numbers.
- The childminder respects each child in line with their backgrounds and beliefs. However, opportunities for children who speak English as an additional language to use their home language in their play and learning are not yet provided for all children.
- The childminder accesses training and webinars as she continually strives to make improvements. She encourages other childminders to review her practice when they meet up with the children. This helps her to evaluate her practice and performance to ensure children continue to benefit from good-quality care and learning experiences.
- Parents confirm that their children are happy and settled in the childminder's care. They confirm that their children benefit from the outings provided as this has helped them to become more sociable. They also talk about how their children's speech has developed since they have been in the childminder's care.
- The childminder quickly identifies children with possible special educational needs and/or disabilities. She liaises closely with parents, providing extra support and ideas for how parents can continue to support their children's learning at home. Links are also made with other professional where necessary, to ensure children receive the support they need. This helps to close gaps in children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

Children are supervised well to ensure that they remain safe. This includes when they come into contact with the family pet dog. The childminder risk assesses her home and outings to ensure potential hazards are identified and minimised. For example, the main garden is currently out of bounds to children with only the patio in use. This is because the childminder has identified potential hazards in the garden area which have yet to be resolved. The childminder demonstrates a secure understanding of a wide range of indicators of abuse, which she remains vigilant for. She is aware of the procedures to follow should she have any concerns about a child in her care or if any allegations are made against herself or any household members.

What does the setting need to do to improve?

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

- provide children with enough time to respond with their own thoughts and ideas to questions asked
- provide opportunities for children who speak English as an additional language to use their home language in their play and learning.

Setting details

Unique reference number	2623789
Local authority	Barnsley
Inspection number	10282200
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Barnsley. She operates all year round, from 7.30am to 5:30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children learning.
- The inspector spoke to parents during the inspection and took account of their written views.

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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