

# Childminder report

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Inspection date:

27 March 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children behave impeccably in the care of this experienced childminder. They explore the well-planned environment with confidence. The childminder encourages children to be inquisitive and she challenges their thinking with thoughtful questions about their play. For example, she asks, 'Why do you think the jelly is cold?' Children are given time to consider their response, and say, 'It's been in the fridge.' The childminder is an incredibly strong role model for children. She shows them how to take turn with resources. Older children then share activities with babies. The childminder praises their efforts during play. Young babies smile and clap along with her.

The childminder takes children to a variety of places outside of the setting. They visit local libraries and loan books to bring back to the setting. They attend playgroups, where children can meet others. Parents particularly praise the varied experiences which the childminder offers the children who attend. Children are introduced to mathematical concepts from a young age. The childminder counts objects as she hands them out to children. Children are asked if they would like a 'big' or 'small' spoon when exploring jelly. Children explore shaped bean bags and name triangles, squares and rectangles. They then begin to use this language in their independent play.

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

- The childminder provides a challenging curriculum that promotes children's development across all areas of learning. She adapts activities to stimulate children of all ages. Therefore, children are always focused and engaged. The childminder completes regular assessments of children's knowledge and plans activities linked to children's next steps in learning. For example, children are currently learning about their similarities and differences to one another. Children role play using a diverse range of resources that reflect their local community.
- Children make excellent progress in their communication and language development. The childminder places a strong focus on this. She regularly sings songs and nursery rhymes with children of all ages. Babies request rhymes by showing the childminder actions from songs, such as 'Wind the bobbin up.' The childminder reads regular stories to children. She links language from books to children's experiences. For example, children discuss 'swishy swashy' grass on a park they visit locally.
- Partnership with parents is a key strength of this setting. The effective settling-in process ensures that children feel secure in her care. Parents describe the childminder as a positive role model, who genuinely cares for the children she looks after. The childminder regularly updates parents with their next steps in

learning. This means that parents feel fully involved in their child's development.

- The childminder is extremely passionate about her role. She attends regular quality improvement meetings with the local council to keep up to date. She considers children's views when evaluating activities in order to enhance her setting. This helps children to feel valued. The childminder has completed training on effectively planning for and assessing children's development. In turn, she has changed the way she does this. This has increased the time she spends engaged with the children.
- The childminder establishes strong links with the local schools. She consistently communicates with other settings which children attend. The childminder discusses children's current stage of development and what they need to learn next. This provides a continuity of learning for children at each of their settings and supports their rapid progress.
- The childminder has an excellent understanding of the importance of following healthy lifestyle. She provides nutritious snacks for children. Parents are encouraged to provide a balanced meal in lunchboxes. Children develop high levels of independence. They wash their hands independently before they eat. Children put on their own coats and shoes with little support. This also builds children's confidence levels.
- Children develop strong social skills. The childminder recognises when children need support to share resources. She supports them skilfully. Babies attempt to place pegs in a peg board. Pre-school children model the support used by the childminder to encourage them to keep trying. They work together to successfully place all of the pegs in the board.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates high levels of dedication to keeping children safe. She has completed safeguarding training and designated safeguarding lead training to keep up to date with current safeguarding issues. She can confidently describe how to record and report a concern or disclosure about a child. The childminder knows who to contact if she is concerned about another professional working with children. She understands many aspects of safeguarding such as county lines, radicalisation and internet safety. The childminder's home is safe and she regularly assesses inside and outside her home to maintain the safety of children who attend.

## Setting details

<b>Unique reference number</b>	EY248554
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10280734
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	4 September 2017

## Information about this early years setting

The childminder registered in 2002 and lives in the Mapplewell area of Barnsley, South Yorkshire. She opens all year round, from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 5.

## Information about this inspection

### Inspector

Abby Clarkson

### 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 account in their evaluation of the setting.
- The childminder discussed planned activities with the inspector and discussed the quality of education.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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