

# Childminder report

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</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 outstanding**

The childminder provides a safe, nurturing and homely environment, where children settle quickly and feel very secure. Children establish excellent relationships with the childminder. They are confident and independent learners. Children display high levels of emotional well-being during their play. Children's behaviour is exemplary. They are kind and extremely polite. For example, older children push younger children's chairs towards the table when they are struggling to reach so they can get closer to eat their lunch. Younger children respond politely by saying 'thank you'.

Children develop their understanding and learning through a rich and varied selection of well-organised activities across the curriculum. They are deeply engaged and focused on all activities they take part in, especially singing action songs, role play and arts and crafts. Children go to a forest school and take part in den building. They learn about risk, such as when using sharp objects. Children understand the dangers of carrying large sticks and branches. They know how to keep themselves and friends around them safe. Children work together as a team safely, take turns and solve problems.

Children develop excellent communication and language skills. They learn new vocabulary while learning about nature and how to be respectful of the natural environment and animals. Children make exceptional progress from their starting points in development. They are curious, highly motivated to learn and ready to start school.

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

- The childminder has an excellent knowledge of all the areas of learning. She knows what she wants children to learn and their next steps in development. The childminder ensures that children are challenged appropriately in their play and that their learning is embedded before moving on to the next stage.
- The childminder uses thoughtful questions to encourage children to speak and recall events that they have taken part in. Children make remarkable progress with their speech and language. Conversations between the childminder and children are natural and continuous.
- The childminder places a strong emphasis on mathematics. Consequently, children make superb progress in this area. For example, when playing board games, older children quickly identify and recognise numbers and match the correct number of balls. Older children understand 'more' and 'less'. They begin to count, ready for their move on to school.
- The childminder's excellent teaching motivates children to remain highly involved, focused and engaged. The childminder skilfully supports younger

children to develop their knowledge of shape and size when taking part in activities. Children demonstrate their knowledge of size and shape. For example, they identify a triangle and how many sides it has. Children show their understanding of size when they describe their Easter eggs as 'huge'.

- Children make healthy choices when offered fruit and drinks at snack time. They develop their small-hand muscles and hand-to-eye coordination when cutting up strawberries. The childminder gives children clear directions to help them master this skill and stay safe. Children take pride and celebrate their achievements by saying, 'Yes, I've done it'.
- The childminder has thorough processes in place for the early identification of children with special educational needs and/or disabilities. This results in appropriate early referrals for additional support. The childminder works very well with partner agencies to ensure that she provides a fully inclusive setting and an ambitious curriculum for all children.
- The childminder recognises the importance of supporting children's communication and language skills and their personal, social and emotional development following the COVID-19 pandemic. Consequently, she takes children to sessions at a local playgroup to support children to further develop in these areas.
- The childminder is driven to improve her practice and outcomes for the children in her care. Continuous professional development is extremely important to the childminder. She uses her newfound knowledge and reflection to make changes and drive improvement. This ensures that she maintains the highest standards for all children.
- The childminder provides a wide range of opportunities for children to embed their vocabulary, such as through books, repetition of words, singing and action songs. The childminder repeats simple words back to younger children and extends their sentences. For example, when young children say 'car', the childminder answers, 'Yes, it is a blue car'.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key strength of the setting. There are clear processes in place to keep children and families safe. The childminder has a very broad knowledge of safeguarding and child protection issues. She can identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety and welfare. She talks to older children about online safety and safe use of the internet. This helps them to develop an excellent understanding about staying safe. The childminder is fully aware of her role and responsibilities around safeguarding.

## Setting details

<b>Unique reference number</b>	EY485992
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10280509
<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>	3 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 August 2017

## Information about this early years setting

The childminder registered in 2015 and lives in the Mapplewell area of Barnsley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and offers early funded education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jackie Ward

### 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 childminder.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's setting with the inspector.

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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