

Childminder report

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder provides a warm and nurturing environment. Children are happy and settled in the setting. They form close relationships with the childminder. This helps children to feel safe and secure in her care. Children thoroughly enjoy their interactions with the childminder. For instance, they pretend to make food for her in the play kitchen. Children are delighted when she joins in and instigates a picnic. Children laugh and show excitement in their play, such as when taking part in a throwing and catching game.

Children have access to the childminder's well-resourced, outdoor play space. They have opportunities to be physically active as they balance, roll balls down a tube, play in the sandpit and explore in the garden. The childminder develops these skills further by taking children on trips to various parks, soft-play areas and places of interest. Children demonstrate how they use tricycles and ride-on vehicles, having immense fun as they chase each other and have races around the garden.

Children develop their independence skills well. They put their shoes on before going outside, and older children help the younger children when they need it. Children blow their own noses and use the toilet independently, remembering to wash their hands unaided. Children use a knife to cut up their own fruit and drink from open-top cups. Children show a positive attitude to their learning.

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

- The childminder gets to know children very well. She knows what they like to do and what they need to learn next. This helps her to plan activities and experiences that are tailored to children's needs.
- Children have lots of opportunities to experience the local community. They visit the library, parks, farm and the local church. This helps children to gain real experiences of the world around them.
- The childminder understands child development. She is involved in children's play and interacts positively with them. The childminder gets down to children's level to give them her full attention. She listens carefully to what children say. The childminder uses questioning effectively to develop children's thinking and problem-solving skills further. For example, when children bring a pretend cake to the picnic, the childminder asks how many slices of cake there are. She then extends children's learning by asking how many slices there would be if they both take a slice.
- The childminder places an emphasis on children learning about healthy lifestyles. Children try a range of fruit at snack times and mealtimes. They learn about other healthy foods and the importance of cleaning their teeth. Children spend time outside getting fresh air and exercise. They learn to make positive choices

about their health.

- Children are generally polite and well behaved. However, the childminder is not always consistent when dealing with children's unwanted behaviour. This leads to children being confused about what is expected of them.
- The childminder carries out regular assessments of children's learning and development to ensure that they are making good progress. She shares her development checks with parents and gives them advice on how to support their children to reach their next steps in learning. This helps to provide consistency for children.
- Parents speak very highly of the relationships that their children develop with the childminder. Parents also appreciate the progress that their children make so that they are ready for starting school. They report that they feel supported and have a good level of communication with the childminder.
- The childminder provides children with high-quality resources and well-planned activities to promote children's learning and next steps in development. However, the childminder does not consistently support children's understanding of equality and diversity. For instance, she does not incorporate resources and activities that reflect 'differences' into the curriculum, to prepare children for living in modern Britain.
- Children enjoy singing a range of songs and have fun when following the actions. They enjoy regular stories and ask lots of questions. The childminder actively listens to what children have to say. She has lots of conversations with them and readily answers their questions. This helps children to increase their vocabulary and ensures that all children develop their speech well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is a safe and secure environment for children. She takes effective steps to ensure that her safeguarding knowledge remains up to date. The childminder has a detailed understanding of the physical, behavioural and emotional signs that could indicate a child is at risk of harm. She knows how to share such concerns and understands the importance of doing so promptly to keep children safe. The childminder knows what steps to take should an allegation be made against herself. She has an accurate understanding of local and national safeguarding issues, including the dangers to children of being exposed to extreme or radical views

What does the setting need to do to improve?

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

- manage children's behaviour consistently so that they know what is expected of them

- promote equality and diversity within the setting so that children learn to value the differences between people and to prepare them for life in modern Britain.

Setting details

Unique reference number	EY489938
Local authority	Barnsley
Inspection number	10280411
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	2 to 9
Total number of places	12
Number of children on roll	18
Date of previous inspection	25 September 2017

Information about this early years setting

The childminder registered in 2015 and lives in Wombwell, Barnsley. She operates all year round, except for bank holidays and family holidays. The childminder offers care from 7.30am until 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Owen

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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