

# Childminder report

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Inspection date: 22 May 2023

<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 are comfortable and confident at the childminder's home. They explore the warm and friendly space and ask the childminder for toys to play with next. The childminder weaves children's interests through activities, for example creating a nature collage for a snail they found outside. Children love being creative with paint and stickers, creating ladybirds and bees. They decide where their insects are going to go on the collage. The childminder supports mathematics and encourages counting the caterpillars as the children finger-paint the body. Children engage well with the childminder and ask to repeat the activity again.

Laughter fills the childminder's home as children talk with their friends, visitors and the childminder. They hold hands and sing 'Ring a Ring o' Roses' and giggle as they 'all fall down'. The childminder supports language as she encourages children to remember a trip to the farm. Children say 'we cuddle lambs' and ask if it is time to feed the snail they found. They have strong relationships with the childminder, who they ask for help. Children make friends well, helping them to find pens or sharing the sink as they wash their hands. Children behave very well and say 'thank you' to the childminder as she hands them their aprons.

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

- Children develop their physical skills well. There are a variety of opportunities to progress physically. This includes riding bicycles, climbing slides and doing creative activities for fine motor skills. This physical development also promotes emotional security. The children are very happy and content with the childminder.
- Children are very independent and learn how to manage their self-care needs themselves. For example, they take themselves to the toilet and wash their hands. This prepares children for school.
- Children learn the skills for school. However, the childminder does not link with schools to share information when children move from one setting to the other, to support continuity in their learning.
- The childminder is very knowledgeable about the children in her care. She knows where they started, what they are working on next and what she would like them to know in the future. The childminder uses children's interests to engage them in a variety of activities and supports them to make progress. As the childminder knows them well, she identifies areas of concern quickly. She provides targeted learning and closes the gap in knowledge swiftly.
- Parents are really pleased with the progress their children make. They love the experiences their children have to widen their knowledge. However, the childminder does not provide opportunities for children to extend their learning at home to consolidate their development even further.

- The childminder and children have strong bonds. There are lots of conversations and the promotion of new words, such as 'diamond'. Children learn new words and build their vocabulary. The childminder engages them in discussions and experiences with nature. Through their interest in insects, children extend their learning on walks to the local parks. They look for wildlife with magnifying glasses and talk about their homes. Children are very confident, articulate well and share their opinions. They are happy to talk to visitors and share their views.
- Children are very well behaved at the setting. They listen to the childminder and engage in conversation. The childminder responds to the children's requests, and they feel respected. They care for other children, rubbing their friend's stomach when they have hurt themselves.
- The childminder includes the children's heritage in the setting. She encourages children to talk about differences to raise their understanding and respect for others. The childminder uses books, toys and traditional clothes to develop their experience of other cultures.
- A wide variety of opportunities are available for the children, both indoors and outdoors. Children role play with a small-world playhouse, race wind-up snails in slime and count caterpillar spots. They have a range of experiences that support their development in all areas of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly knowledgeable about safeguarding. She knows the indicators of abuse, for example of neglect and the signs to be aware of and how to report them. The childminder prioritises the care of the children and will seek advice to ensure that children's safety is paramount. The childminder knows how to report any allegations that may be made about people in her home and the correct action to take. She keeps up to date with local issues, such as county lines, and updates her policies in line with this. The childminder creates safe and secure spaces for children in her home.

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

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

- strengthen links with local schools so that information can be shared in preparation for children's move to school
- develop ways to include parents and families into their children's learning at home to support the progress children make.

## Setting details

<b>Unique reference number</b>	EY101344
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10286033
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	30 October 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Barugh Green, Barnsley. She operates all year round, from 8am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is qualified to level 3 and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laurafay Muranka

## 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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