

# Childminder report

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Inspection date: 21 June 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy listening to familiar stories. They understand what is happening, with the help of the pictures. For example, children hold their finger to their mouth and say 'shhh' as the animals in the book go to sleep. Children show how they understand simple questions as they make the sound of a frog and a duck. They receive praise for naming insects correctly, such as a dragonfly. Children practise the sounds that letters make, such as 'S' for snake. They show good progress in their early literacy skills from their starting points.

Children show an interest in shape. They use blocks appropriately for tasks, such as building a model of their choice. Children begin to correct their own mistakes. For example, instead of using force to push a train track piece into the slot, they try another piece to see if it will fit. Children demonstrate how they keep on trying if they encounter difficulties and enjoy achievements.

Children are confident in social situations. They are motivated and eager to join in play. Children show kindness and respect for the childminder. For example, they put their arms around her shoulders and ask, 'Are you OK?' Children show that they feel happy and safe. They use good manners and behave very well.

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

- The childminder supports children to develop their early vocabulary and understanding of language well. For example, she asks simple questions as children play. The childminder gives children plenty of time to think about what she has said and reply. Through conversation, stories and play, the childminder models language well. Children make good progress in their communication skills.
- The childminder stimulates children's interests and supports their next steps in learning through play, which is mostly child-led. She responds to children's emerging needs through warm and positive interaction. Children enjoy their time at the childminder's home and remain engaged in activities for a good period of time. They learn the skills they will need for their future education.
- Children confidently identify shapes such as circles and squares. They investigate how shapes can be combined to make new ones. For example, children put two triangles together and identify that they now have a rectangle. The childminder introduces new shapes, such as cylinder and semi-circles, in context as children play. However, the mathematical curriculum does not always challenge children's learning about shape for those who already show a good knowledge in this area.
- The childminder considers the learning experiences children have at home. She uses this knowledge to provide them with other opportunities. For example, the

childminder takes children on public transport to visit the dentist. She also takes them on walks to the local playgroup. These experiences help children to develop their knowledge of the world. Children also learn how to behave in different social environments.

- The childminder has good relationships with parents. She provides feedback each day about their child's learning, progress and personal care. Parents also share learning from home, such as any new words that children use. The childminder shares information about children's mood with parents each day. She considers children's feelings so that any concerns about changes in their behaviour can be discussed with parents to support children's well-being and emotional security.
- The childminder has completed several online courses to enhance her professional development. For example, how to support early language development and equality and inclusion in early years settings. The childminder considers training to enhance her teaching and the curriculum that she offers to children.
- Children have opportunities to explore play sand, which is soft and crumbly, indoors. They squeeze and press the play sand together to make items of their choice. However, the childminder has not considered how she can extend children's choice of play outdoors to enhance their creative learning further.
- The childminder arranges resources inside to encourage children's independence and growing self-confidence. Children have opportunities to move by themselves and make their own decisions about play. They also learn how to do things for themselves, such as taking off and putting on their own coat and shoes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of the possible signs and symptoms of abuse. She completes regular child protection training to keep her knowledge up to date. The childminder knows how to report any concerns about a child's welfare to the relevant agencies. She is aware of other safeguarding matters such as signs of domestic abuse and female genital mutilation. The childminder also knows how to identify the possible signs that may show that a child is at risk from extreme behaviours and views. She makes sure that her home is safe, suitable and secure for children.

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

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

- enhance further children's mathematical knowledge of shape, particularly for the most able children
- support children even further to enhance their creative learning outdoors.

## Setting details

<b>Unique reference number</b>	302673
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10281386
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	6 January 2023

## Information about this early years setting

The childminder registered in 1989 and lives in the Cudworth area of Barnsley. She operates all year round, from 6.30am to 6.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Jane Tucker

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's 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 that this was having on children's learning.
- The childminder showed the inspector documentation to demonstrate the professional development training that she has undertaken since the last inspection.

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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