

Childminder report

Inspection date: 6 July 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

Children have a good experience in this mainly outdoor setting, with the kind and nurturing childminder. They form strong bonds with the childminder and their friends. The childminder has high expectations for children's behaviour. She models good manners and friendly interactions. Children eagerly copy her, sharing and taking turns with one another. The childminder manages children's behaviour very well. She supports them to understand their emotions and to consider the feelings of their friends. A culture of respect and kindness is securely embedded. This helps children to feel safe and promotes their emotional well-being.

Communication and language development is a strength at the setting and is embedded in the curriculum. Children are exposed to a language-rich environment. They hear a wide range of vocabulary as the childminder is keen to support children to understand the meaning of new words. For example, when making pictures, the childminder explains the difference between liquid glue and glue sticks. When carrying out any task, the childminder explains to children what she is doing. For example, she states, 'Finger, thumb and tear', as they prepare resources for a craft activity. Children make good progress in their learning and development.

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

- The childminder has clear goals that she wants children to learn while in her care. These are shared with parents when children start, along with ideas how parents can promote these at home. The childminder regularly assesses the progress that children are making. This enables her to identify any gaps in children's learning and implement targeted support for children to help them to catch up in their learning and development.
- Children spend most of the time in the outdoor playroom and garden. They freely explore the many activities and experiences that the childminder provides. The childminder quickly adapts her setting and resources to meet the individual needs of the children as they play. For example, she uses chairs to make a safe space for children to use the swing. The childminder provides binoculars as children search for the birds that they can hear. She promotes children's interests and needs well.
- The childminder seamlessly threads mathematical learning into most activities. As she blows up giant balloons, children all shout out that it is getting 'bigger' and 'bigger'. Younger children match the shapes as they slot them into the shape sorter. The childminder ask questions to spark discussions using number and size. As a result, children learn mathematics from an early age.
- Children are caring and gentle with the family's rabbit, who wanders freely in the outdoor play area and garden. When preparing snack, children also prepare a snack for the rabbit. They laugh when he comes to join them in their play.

Children learn to nurture and care for animals.

- The childminder encourages children to be healthy by washing their hands before eating and after playing in the garden. They understand they are washing away any germs. The childminder reacts quickly with a disinfectant solution to any animal accidents in the garden. Children spend the majority of the time playing and learning outdoors. However, the childminder has not considered how she can promote babies' physical development further in the eventuality that they have to come indoors.
- Children have lots of opportunities to go out into the local community. They explore the outdoors at the park and learn good road safety as they walk to school. Children develop their social skills, such as at toddler groups and library groups. This helps children to learn about the world in which they live.
- The childminder has implemented a good programme of professional development. She identifies her own training, which is based on the needs of the children who she is caring for. The childminder has completed training, enabling her to support children who have potentially experienced trauma and how to give children the language for their emotions. This helps her to provide children with a good level of care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities to keep children safe in her care. She ensures that her premises are secure, including the outdoor area where children play. The childminder is able to identify the signs and symptoms that may indicate a child could be at risk of harm, including from radicalisation. She knows who to contact if she has a child protection concern or an allegation is made against herself or a family member. The childminder carries out daily safety checks prior to children arriving to ensure that the areas where children play are safe.

What does the setting need to do to improve?

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

- plan more carefully for babies to develop their physical skills if they are indoors.

Setting details

Unique reference number	EY484126
Local authority	Barnsley
Inspection number	10302171
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 2015 and lives in Darfield, near Barnsley. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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