

Childminder report

Inspection date: 4 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 are happy and enjoy being in the company of this warm and welcoming childminder. On arrival, children are eager to tell the childminder about where they have been. The childminder and her assistant build positive relationships with all children. Children go to them for comfort and reassurance when needed. This helps children to feel safe and secure.

The childminder plans opportunities for children to become independent and confident learners. Children enjoy the opportunity to carry out simple tasks. For example, they get bowls and spoons from the cupboard at snack time and hand them out to their friends. Older children use the bathroom and wash their hands independently. Children show a can-do attitude and are confident to ask for help when needed. They share their success with the childminder when they have completed a task.

The childminder and her assistant make their expectations for children's behaviour clear. They explain why children cannot do something straightaway. The childminder and her assistant support children to manage their feelings and behaviour. Children learn to wait their turn and share resources. The childminder distracts younger children when they become frustrated. She offers an alternative activity. Children develop a positive attitude to their learning. Their behaviour is good.

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

- Children follow the routines of the day. They help to tidy up and put the cushions away after story time. The childminder organises the room to help children to be calm and settled. Children show high levels of engagement in their play. Younger children play alongside each other. Older children enjoy being with their friends. This helps children to become confident learners.
- The childminder and her assistant model language well and introduce new words. For example, they name the different fruits when making a smoothie. The childminder repeats the words back to the children and models the correct pronunciation. Children develop good language skills.
- Children enjoy stories and songs. They listen to each other and talk about the pictures in books. The childminder asks questions and encourages children to remember their past experiences. For example, when children see a picture of a rocket, they talk about the rockets they have made the previous week. Children develop good communication skills.
- Children learn to use mathematical language. The childminder and her assistant skilfully weave language into children's play. For example, they use the language of size and shape when making sandcastles. Children count out the number of

spoons and bowls they need at snack time. The childminder asks if they have enough. Children begin to solve mathematical problems.

- The childminder plans activities to develop children's small- and large-muscle skills. Children move their bodies to the music. They follow the actions of the songs. Children ride tricycles and climb the steps of the slide confidently. They use different-sized tools when digging in the sand. Children develop good physical skills.
- The childminder has a clear overview of what she wants children to learn. Overall, she plans activities which are engaging and promote children's learning and development. However, some group activities do not always support the development needs of the youngest children. As a result, the younger children do not always benefit fully from the activity.
- The childminder plans opportunities to widen children's experiences. They go to the library, visit the market, go on a bus and explore the woods. Children learn how to care for animals. They enjoy feeding the guinea pigs and rabbit. Children learn about the world around them.
- The childminder works well with outside agencies. She follows their advice to ensure that children receive the individual support they need to make progress. The childminder seeks opportunities to develop her own and her assistant's professional practice. She considers the needs of children to help identify their training needs. Children with special educational needs and/or disabilities are supported well.
- Parents are extremely happy with the care their children receive. They feel well informed about their child's day. Parents speak with the childminder at the beginning and end of the day. Parents say that their children talk to them about what they have been learning with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her safeguarding role. She and her assistant know the signs that may indicate that a child is at risk of harm. They know and understand the procedures to follow in the event of a concern regarding a child or an allegation against a member of staff. The setting is secure, which ensures that children cannot leave unsupervised. This helps to keep children safe. Children are encouraged to take safe risks. They learn to use a knife to cut fruit under the supervision of the childminder. Children comment that they have done this safely.

What does the setting need to do to improve?

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

- plan the curriculum so that activities consistently take account of younger children's individual learning needs to help them to make even better progress.

Setting details

Unique reference number	EY496239
Local authority	Barnsley
Inspection number	10300891
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	1 to 10
Total number of places	12
Number of children on roll	15
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in Royston, near Barnsley. She operates all year round from 8am to 6pm, Monday to Thursday, and from 8am to 4pm on Friday. The childminder does not operate during bank holidays and family holidays. She works with an assistant. Both have appropriate childcare qualifications at level 2 or above. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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