

Childminder report

Inspection date: 5 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 feel relaxed and at home in the childminder's care. Younger children chat happily to their friends as they pretend to make breakfast. They invite the childminder to join their imaginary play. The childminder has devised a curriculum that builds on children's current knowledge and skills through their interests. She knows children well and monitors their progress closely. This ensures that the childminder promptly identifies any gaps in their learning. The childminder encourages children to develop and make links between their ideas. For example, during a clay activity, the childminder supports children to make different shapes and link these with types of food the same colour.

The childminder supports children to manage their emotions and develop a positive sense of self. Children have confidence in their own abilities and wait patiently for what they want. The childminder provides good opportunities for children to learn about the local community through visits to local places, such as the park and playgroups, where they meet up with other children. These outings give children the opportunity for physical play and social interactions. Children show excitement when talking about these outings. The childminder provides nutritious home-cooked meals. Children learn about good hygiene routines, such as washing their hands before mealtimes and after using the toilet. The childminder helps children to develop their independence in a range of ways. Children choose which toys they wish to explore, and young children feed themselves at lunchtime.

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

- Children have formed close bonds with the childminder, who is kind and caring towards them. They are polite and well behaved. The childminder encourages children and gives them praise when they finish their snack and ask to leave the table. She encourages children to drink water and reminds them that it is good for them.
- The childminder asks open-ended questions and allows children to consider their responses. She gently corrects them and encourages an answer. Children speak animatedly with her about their drawings and repeat the colours. This helps them to learn and grow in confidence.
- The childminder provides a wide variety of easily accessible resources, including toy kitchens, doll's houses, construction toys, art and craft stations, play tents and books. This allows children to learn social skills, such as playing together and taking turns. However, the childminder does not consistently encourage children to develop and practise their early mathematical skills, including during their daily routines.
- The childminder knows how young children learn. She plans activities; however, she does not consistently think of how to engage all children in activities. On

occasions, some children become disengaged from their learning. This means that all children do not always have the same opportunities. For example, as the children start a clay activity, the television distracts the younger children, who keep moving away from the learning opportunity.

- The childminder supports children to develop the small muscles in their hands as they roll and mould clay. They explore their own ideas, create animals and models of their hands and feet. Children make links to the objects they have available, such as forks to make legs, and expand their vocabularies. The childminder promotes appropriate discussion about the subject matter being taught and provides clear explanations to extend children's learning.
- Partnerships with parents are extremely strong. Parents praise the childminder for being supportive and helping their children to become more independent. The childminder regularly updates parents about their children's progress and provides them with support on how to continue their learning at home. However, the childminder does not discuss children's learning and development with relevant professionals at other settings that they also attend, to promote continuity in their development.
- The experienced childminder knows children well. She aims for children to be confident and resilient learners before they move on to the next stage of their educational journey. The childminder is aware that some children are more confident than others and takes this into consideration by encouraging the quieter children to make choices in the activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children to play and learn in. She has a secure knowledge of safeguarding issues, including the 'Prevent' duty and county lines. The childminder can identify the signs that may indicate a child is at risk of harm. She is aware of the recording and reporting processes to follow should she have a concern about a child. The childminder knows the relevant professionals to contact if necessary. She regularly risk assesses the premises to ensure that risks to children are minimised. The childminder ensures that her knowledge remains current to keep children safe and secure in her care.

What does the setting need to do to improve?

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

- provide children with further opportunities to practise and develop their mathematical skills, including during daily routines
- plan activities more precisely in order to engage all children
- develop procedures to communicate with other professionals when children's care is shared, to further support children's learning and development.

Setting details

Unique reference number	EY367931
Local authority	Barnsley
Inspection number	10288949
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 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	7 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in Barnsley. She operates all year round from 5.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sipra Deb

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 inspector observed children playing and evaluated the impact on their learning.
- The inspector spoke to parents to gather their views about the setting.
- The childminder carried out an activity and evaluated it with the inspector.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder explained how she keeps children safe and manages her setting.
- The inspector looked at a range of documents to confirm the childminder's suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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