

# Childminder report

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Inspection date: 6 July 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**

The childminder creates a warm, welcoming and stimulating environment for children. She provides personalised settling-in visits when children start to attend. The childminder builds trusting relationships with children and their families from the start. She knows the children well. Children settle quickly. They develop close emotional attachments to the childminder, and they feel safe and thrive in her care. Children arrive happily at the childminder's setting, and they are enthusiastic to learn.

The childminder supports, encourages and sustains children's imaginative play. She provides blankets to inspire children's creative ideas. Children play well together for long periods of time. They use the blankets to make tents and other places to hide. Children show their good imagination. They become excited when the childminder joins in their game and says, 'I'm coming to find you.' Children giggle with delight and confidently say, 'You can't find us.'

The childminder is a positive role model for children. She has high expectations of their behaviour. The childminder encourages children to be kind to each other, share and take turns. Children show sensitivity to the needs of babies who are cared for by the co-childminder. They develop understanding and follow the rules of the games they play. Children are very polite and display good manners. They say, 'please' and 'thank you', when asking for something and when receiving help.

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

- The childminder is clear on her intentions to help children develop good language skills. She encourages children's recall skills. Children speak fluently using sentences as they describe what they have seen and done. The childminder teaches children many songs and nursery rhymes. This helps to provide a strong foundation for their ongoing learning. Children enthusiastically sing, 'Five little monkeys jumping on the bed'. They develop good listening skills and an understanding of words that rhyme.
- Children make independent choices of what to play with from the wide range of play resources the childminder provides. They develop good self-help skills. Children confidently put their own shoes on the correct feet and fasten the straps. The childminder gives just enough support to help children succeed when they struggle with tasks. She encourages children's independent handwashing skills and reminds them to rub in between their fingers. Children are confident. Their independence skills are strong.
- The childminder encourages children to develop their artistic skills and ideas. She teaches children how to mix different colours of paint together to make new colours. Children delight when they discover that mixing red and blue paint

together makes purple. Children paint rainbows and name all the colours. They are proud of their work. However, the childminder does not consistently make best use of opportunities to extend children's literacy skills. At times, she does not encourage children's writing skills or help them to develop skills, such as recognising their own name.

- Children sit together with the childminder during snack time. She creates social situations where children eat together and talk to each other. She provides a range of healthy fruits and fresh water to drink. Children ask the childminder and other children, 'Do you like melon, cucumber, oranges, pears and apples?' The childminder follows the children's lead in discussing the foods they like. However, she does not consistently help children to understand why healthy eating and developing healthy lifestyles are important.
- Parents speak highly of the childminder and recommend her to others. They appreciate the daily diary they receive along with the photos, short videos and summaries of their children's learning. Parents are pleased with the rate of progress their children make, especially those who were born during the Covid-19 pandemic. They value the advice the childminder gives around children's dental health and toilet training. Parents state, 'The amount of love she shows for children is amazing.'
- The childminder ensures that children spend time outdoors each day. Children are energetic and motivated in their learning. They display good coordination and control of their bodies. Children practise and develop competence in pedalling tricycles. The childminder broadens children's experiences. She takes them on bus trips to Barnsley market and on walks by the river. Children learn about the world around them and nature. They also learn how to keep themselves safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is trained in safeguarding. She has a good understanding of the possible signs that may indicate a child is at risk of abuse or neglect. The childminder has clear procedures in place to follow should she have any concerns about children's welfare. Parents and carers are fully aware of the childminder's policies and procedures. The childminder maintains a safe environment for children. She ensures that gates to the garden are double bolted and that no one can enter the property unannounced. The childminder teaches children how to cross the road safely. She also protects children's identity in photos.

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

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

- help children consistently to understand the impact that leading healthy lifestyles

can have on their bodies

- strengthen teaching in literacy to help children to develop skills, such as recognising their own name and encouraging their interest in writing.

## Setting details

<b>Unique reference number</b>	EY488433
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10297105
<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>	3 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	6 December 2018

## Information about this early years setting

The childminder registered in 2014 and works in Hoyland, Barnsley. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. She works from the home of her co-childminder.

## Information about this inspection

**Inspector**  
Angela Sugden

## 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 discussed her intentions for children's learning with the inspector.
- The inspector observed the childminder's interactions with children during a range of activities and assessed the impact these have on their learning.
- Parents told the inspector through discussion and written feedback how their children's learning is supported, how the childminder keeps them informed about their children's learning and how their children are kept safe.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and spoke to children during the 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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