

# Childminder report

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Inspection date: 11 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

Children at the setting are full of excitement and have a keen interest to learn. They are curious and confidently explore the well-resourced environment. Overall, the childminder plans a curriculum which helps all children to make progress and her teaching is good. The childminder uses her own observations and assessments to identify children's next steps in learning. She encourages children's creative skills. For example, children use potato stamps and colours to create a wide variety of pictures of bumblebees.

The childminder's friendly and caring manner helps children to feel welcome and happy in her home. Children demonstrate that they feel safe and secure. For example, they cuddle up to the childminder when they need reassurance. Children show an eagerness to learn about the world around them. They play with play food from different parts of the world. Children talk about places they have been to, eagerly pointing them out on maps hung on the wall. They go on trips to local farms and country parks, which they talk excitedly about. This helps to promote children's social interactions and confidence in mixing with other children in readiness for their move on to school.

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

- The childminder knows children well. She gathers detailed information from parents about what their children know and can do when they first start. She uses this information to plan activities which engage children overall.
- The childminder extends children's learning and their speech and language development, such as by asking questions effectively. Children feel empowered as they delight in recalling and sharing what they have learned. For example, when mixing colours, children comment that 'blue' and 'yellow' make 'green'.
- The childminder supports children's communication and language well. For example, she introduces new vocabulary as children play with dough. The childminder uses words, such as 'squeeze', 'flat', 'pat' and 'roll', as they eagerly explore dough with their hands. She sings songs with children and encourages appropriate conversations. This helps children to expand their vocabularies.
- Children eat a balanced diet. The childminder provides a range of home-cooked and nutritious meals. She implements appropriate procedures, such as handwashing, before children eat. Children learn about healthy lifestyles. The childminder also promotes oral hygiene, such as activities linked to brushing teeth.
- The childminder promotes children's independence. She encourages children to have a go for themselves. For example, in preparation for school pick-up times, children put on their coats and fasten their shoes. The childminder supports children if they need her to and praises their efforts. This also supports children

to develop the skills needed for the next stage of their learning.

- The childminder has developed strong relationships with parents. She communicates with them daily to share relevant information about their children's day. Parents say that they are extremely happy with the care and education which the childminder provides. These partnerships help to provide consistency of care for children.
- The childminder provides adult-led activities that aim to address each child's next steps in learning. However, the childminder sometimes chooses resources that are more appropriate for older children and so younger children do not benefit fully from this intended learning opportunity. As a result, she does not consistently support children's learning to the highest possible level.
- The childminder is a positive role model and has high expectations of all children. They learn to share the resources and to take turns. Children are praised for their excellent sharing. This helps to raise their self-esteem and gain confidence.
- Children make good progress. The childminder encourages children's big and small muscle skills, indoors and outdoors. For example, children exercise their hands by using scissors to cut play dough.
- Children are well behaved and develop good manners. The childminder offers meaningful praise and encouragement to support children's positive behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides all children with a safe environment where they can play and learn. The childminder's knowledge of safeguarding is good, and she has completed regular training. The childminder has good knowledge of the possible signs that could indicate a child may be at risk of harm. She is aware of the recording and reporting processes required, should she have a concern about a child. She knows the relevant professionals to contact if necessary. The childminder understands the impact of issues on children, including the 'Prevent' duty guidance and county lines. The childminder ensures that her premises are secure and any potential hazards to children's safety are identified and minimised.

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

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

- strengthen the planning and implementation of activities to ensure that they are better suited to the youngest children.

## Setting details

<b>Unique reference number</b>	EY491267
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10295555
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 December 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Royston, Barnsley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and provides funded early 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 provider.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- Written feedback from parents was viewed by the inspector, who took account of their views.
- The inspector observed the interactions between the childminder and the children and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid 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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