

Childminder report

Inspection date:

14 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy their time with the childminder. They form very strong attachments to her. Children show that they feel safe and secure in her care. She provides a safe and nurturing learning environment. The childminder is caring and sensitive to children's needs and is a positive role model. Children settle immediately and are very happy.

The childminder helps children effectively to develop positive attitudes to learning. Children are able to remain focused on all activities and show deep concentration. The childminder implements clear structures and routines of the day that establish expectations. Children's behaviour is exemplary. They speak nicely to their friends, share and take turns. Children encourage their friends to complete tasks and praise them when they do so. They use manners appropriately. Children show respect for each other and resources.

The childminder implements an ambitious curriculum. There is a broad range of adult-led activities based on children's interests. For example, children are challenged when they use balancing beams. They improve their balance and coordination. They learn about gravity, stability and sense of reaction. Children learn about frogs and their life cycle. They recall books with frogs and tadpoles in. Children talk about their pond at home and when they have visited the lake with the childminder. The childminder models new language, such as 'frog spawn', 'substance' and 'jelly like'. The curriculum is coherently planned and sequenced. It builds on what children know and can do.

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

- Children have exciting opportunities for large physical play. For instance, they go to the local lake and feed the ducks and swans. Children use large climbing equipment and ride bicycles. They strengthen their large muscles and develop balance, coordination and agility.
- The childminder is highly successful in giving children a rich set of experiences that promote an understanding of themselves, their feelings and emotions, and respect for their friends. Children play with a large mirror to explore their own reflections and learn about themselves. They use 'mini me's' to talk about themselves and their friends. The childminder supports children to understand their feelings. They talk about being happy, sad and scared, and provide explanations for these feelings. They celebrate their uniqueness and learn self-regulation.
- Children become increasingly independent. They put on and take off their own shoes and coat when going outside. Children wash their hands following a messy activity and before they eat, without being prompted. They use knives to

cut fruit up at snack time, and cutlery to eat their lunch. Children learn the skill of pushing peas onto their fork and are persistent in doing so. They are taught to use tissues and learn about the sensations and signals that it is time to blow their nose. Children develop fine motor, cognitive and sensory skills. Children are confident in their own abilities.

- Children learn about insects and their natural habitat. They develop small hand muscles during role play when they use tweezers to transfer insects between habitats. Children embed language, such as 'red ants', 'caterpillars' and 'flies'. The childminder introduces insect boxes with air holes to create curiosity in children. They inquisitively learn about the respiratory system and how insects breathe.
- The childminder teaches children from an early age how to keep themselves safe. They walk to the local park and the supermarket. Children use public transport and go to large shopping centres. They are taught about road safety and the importance of staying close when in public areas. Children take part in fire drills at the childminder's setting and are included in completing risk assessments. The curriculum provides opportunities for children to develop skills to keep themselves and their friends safe.
- Children learn about healthy eating. They contribute to meal planning and go to the supermarket to buy food. Children learn new words, such as 'isle', 'cashier' and 'conveyor belt'. Some children experience supermarket trolleys for the first time. They learn about seasonal foods. Children have the opportunity to taste new foods, such as mango and pineapple.
- The childminder completes timely assessments. She works extremely closely with partner agencies. This ensures all children with special educational needs and/or disabilities are supported fully. She has built up effective positive relationships with local schools. The childminder implements smooth transitions for all children progressing to school.
- Information-sharing with parents is very effective. The childminder shares information at drop off and collection, through an online app, a termly newsletter, a parents' notice board and parents' evenings. Parents are supported to continue their child's learning in the home. Information is provided on how to keep their child safe in the home, the community and online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements her safeguarding policy highly effectively. There are clear processes in place to keep children safe and promote their welfare. The property is secure with appropriate risk assessments completed in the home, on resources and on trips. The childminder has very good knowledge and understanding of the signs and symptoms of abuse. She has knowledge on safeguarding issues, such as grooming, county lines, exposure to extreme behaviours and female genital mutilation. She knows who to contact if she had any concerns about a child's safety or welfare.

Setting details

Unique reference number	EY463326
Local authority	Barnsley
Inspection number	10285904
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 5
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 October 2017

Information about this early years setting

The childminder registered in 2013 and lives in Bolton-upon-Deane, Rotherham. She works with her daughter, who is also a registered childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Jackie Ward

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 manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder and the setting with the inspector.

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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