

Childminder report

Inspection date: 25 October 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel settled and secure with the childminder. They stay close to her when they are unsure of visitors. The childminder's reassurance and positive words result in children's confidence growing and they are soon accessing activities. Children behave well. The childminder is a good role model. She offers praise and encouragement, and children develop good levels of confidence and self-esteem.

Children benefit from being in the care of a childminder who has a clear idea of what she wants children to learn and how she is going to deliver these skills and knowledge. The childminder offers an interesting range of resources and activities that actively promote and extend children's learning and interests. For example, children thoroughly enjoy using their hand-to-eye coordination to fill and empty containers, when the childminder offers them jelly in a tray. Children develop a positive attitude to learning from a young age.

Children move confidently between dedicated spaces within the childminder's home. They have an awareness of where they can go, and they respect the boundaries set by the childminder. The playroom houses an array of resources and toys, where older children can self-select what they would like to play with. Children enjoy being helpful, such as taking part in washing toys. This promotes children's independence.

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

- The childminder gains detailed information about children when they start at her setting. She provides children with experiences that they have not yet taken part in, such as visits to toddler groups. The childminder observes children closely and uses her observations and assessments to identify what they need to learn next. This means children can begin to make good progress from the start.
- The childminder provides children with lots of opportunities to socialise and explore the world around them. Children visit various places within the local community and beyond, such as the farm, parks and toddler groups. Furthermore, the childminder meets up with other childminders and the children they care for.
- Children enjoy playing with farm animals. The childminder interacts well to help them to look at similarities between the animals. For example, they see that the dog and cow have tails. Children are encouraged to count the legs on the animals. Children learn matching and counting skills.
- Children are developing a love of books and enjoy sharing stories with the childminder. They show how they are learning to gain information from looking at pictures. The childminder makes sure children's favourite books are easily

available to them, so they can use these independently.

- The childminder skilfully introduces children to mathematical concepts as they play. She teaches them about 'heavy' and 'light, sinking' and 'floating' as they wash animals in the water. Singing songs about counting are regular opportunities used by the childminder to teach children about numbers.
- The childminder attends a range of training. All mandatory training is kept up to date and the childminder chooses to attend additional training to support and develop her knowledge of child development further. Therefore, she is able to use this knowledge to provide children with a range of learning experiences that are beneficial to their holistic development.
- The childminder sets high standards and aims to prepare children well for school. She reflects on her practice. However, this evaluation does not always focus on involving parents and children in self-evaluation, to improve the quality of the provision further.
- The childminder supports children to develop their communication and language skills. She responds to children's speech. For instance, she echoes back the single words communicated by younger children. On occasion, she does not correct the pronunciation of familiar words to enhance children's communication and language skills. For example, she will repeat children's words such as 'horsey' and 'piggy' rather than using 'horse' and 'pig' to model the correct language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of the signs that could indicate a child is at risk of abuse. She clearly explains the procedure she would follow to report any concerns to the relevant agencies. She has a clear safeguarding policy in place, which she shares with parents and uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. The childminder has a very good insight into the dangers that children may be exposed to. She regularly talks to children and undertakes activities with them to heighten their awareness. The childminder ensures that she carries out a risk assessment visually while on outings.

What does the setting need to do to improve?

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

- help children to learn the correct pronunciation of words from a young age, to ensure their communication and language skills develop well
- develop self-evaluation further to focus on involving parents and children in the process to improve the quality of the provision even further.

Setting details

Unique reference number	EY318621
Local authority	Barnsley
Inspection number	10295377
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	2 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 December 2017

Information about this early years setting

The childminder registered in 2006 and lives in Mapplewell, near Barnsley. She operates all year round from 7.15am to 5.30pm, Monday to Wednesday, except bank holidays and family holidays. The childminder has an early years qualification at level 3 and provides funded early education for two-year-old children.

Information about this inspection

Inspector

Julie Dent

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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The childminder joined the inspector for a joint observation.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023