

# Childminder report

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Inspection date: 30 October 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 are engaged and motivated to learn throughout their time with the warm, engaging and thoughtful childminder. Children are very happy. They make good progress overall in all aspects of their learning and are well prepared for the next stage in their education and development, including starting nursery and school. Children build well on their awareness of the world around them and develop their interests and knowledge. For instance, they are proud to pick the pumpkins from the allotment that they previously planted and nurtured together and know they need water and light to grow. They show imagination and increasing awareness of facial features as they draw, place stickers and carve their pumpkins.

Children are well behaved and feel safe and secure. They increasingly recognise their own emotions and respect the needs of others. Older children learn to be supportive of their younger peers and sensitively offer their help and share their knowledge. Children rise to the childminder's high expectations. For example, they routinely help to tidy toys away before starting their next activity and help prepare the table for their nutritious meals. Children learn to use cutlery independently and cut safely with scissors and carving tools. Parents appreciate the very positive and long-lasting bonds their children build with the childminder and welcome her guidance and support.

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

- The childminder promotes children's communication and language skills well, overall. For example, she helps children remember and practise words and phrases through well-chosen action songs and rhymes. She supports children to pronounce words correctly by, for example, repeating them in new sentences or questions. However, she does not consistently reinforce and further extend children's language development through all aspects of their play and learning.
- The childminder is passionate about her role and ambitious for all children to make the most of their time with her. She develops her curriculum and planning for children's learning. She makes use of research, training and the views of children and parents to shape her practice. For instance, she redesigned her garden space to create rich opportunities for imaginative, home-based role play in the enticing mud kitchen.
- The childminder encourages children's love of books. She introduces them to storytelling through songs and nursery rhymes, bringing them to life with puppets and other resources. The childminder carefully chooses books that are fun and engaging. She introduces children to new experiences, such as supporting them to clean their teeth or learn about nature, and she broadens their knowledge of the world around them.
- The childminder strongly encourages children's physical skills and their health

and well-being. Children learn to refine their hand and finger control as they use large movements to 'paint' the wall with water or use finer pens and crayons to create autumn and Halloween pictures. They learn about dental hygiene as they brush the teeth on a skeleton model and count the monster's missing teeth in their game. Children are physically active every day on their regular walks and many visits to parks and other places of interests.

- The childminder is a warm and positive role model. She encourages children to behave well and act considerately to others effectively. She praises children and encourages them to say 'please' and 'thank you' when they play and eat together. Children are helped to take increasingly good care of themselves. For example, they learn to wash their hands carefully, feed themselves and use the toilet.
- The childminder identifies any possible gaps in children's learning and development at an early stage. She makes thorough use of information from parents to plan activities that interest children and help them to make strong progress. The childminder works closely with parents and other professionals, such as health visitors, to ensure that she provides activities that are well matched to support children's progress.
- Parents strongly recommend the childminder. They know that their children are happy and are making good progress. Parents welcome the frequent useful information the childminder shares with them about their children's development and regular activities. They appreciate the guidance and support she offers to help children learn at home. Parents typically comment that 'nothing is too much trouble' for the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe from harm in many different circumstances. She understands how to identify potential signs that a child is at risk of abuse or neglect. She knows how to record concerns and who to report them to, including any allegations made against herself. The childminder makes good use of training opportunities and guidance from the local authority. She ensures that children play in a safe environment at home or on their many trips to parks, woodlands and playgroups.

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

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

- focus professional development on enhancing and extending children's language skills throughout the breadth of their activities.

## Setting details

<b>Unique reference number</b>	EY405803
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10301404
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	32
<b>Date of previous inspection</b>	30 January 2018

## Information about this early years setting

The childminder registered in 2010 and lives in Bolton-upon-Deane. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with another childminder and occasionally an assistant. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

### 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 childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector documents relevant to her practice.
- The inspector read feedback from parents to ascertain their views.

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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