

# Childminder report

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Inspection date:

7 December 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 very comfortable in the childminder's home. They confidently access the resources independently. Children have a strong relationship with the childminder, who they run towards and cuddle. Children's laughter fills the air as babies rise on their toes, looking to the childminder as they giggle. The childminder is very attentive to the children. She responds to children's questions, comments and gestures for interactions.

The childminder considers the ages of the children with activities, such as 'what's in the box?'. Children engage well for a long period and enthusiastically pull objects out of the box. They ask questions about each item. The childminder explains and extends the children's knowledge. For example, she explains who might use a wheelchair and why.

The childminder provides opportunities for children to develop their physical skills. Children move well around the space. They carry boxes and crawl up and down steps, supported by the childminder. They are happy making choices for themselves, but are able to ask for help when needed. This demonstrates the trusting relationships that children have with the childminder. The childminder has created a home-from-home setting.

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

- Children feel safe and secure. They happily give cuddles to the childminder and share stories about their day. Children are very comfortable at the childminder's home. They independently access toys and seek help when needed.
- The childminder has good relationships with parents, and they discuss their home life. The childminder shares advice, such as when to start tummy time for babies.
- The childminder offers a variety of experiences and opportunities. This extends children's skills and knowledge in regards to transport, inclusivity and culture. Children take journeys on the bus and share food from Japan. The childminder takes the children to visit places, such as farms. This supports children to understand the world around them.
- The childminder implements a curriculum that includes a structure of routines to enable children to feel secure. She understands children's emotional well-being and awareness of feeling overwhelmed. This supports children to begin to develop an understanding of feelings.
- The childminder interacts well with children. She sits on the floor with them and maintains eye contact. Children's behaviour is exemplary. They hand each other their water bottles and share their books.
- The childminder chooses activities that are suitable for the various ages and

abilities of the children. Children engage for long periods. They listen intently to the childminder, demonstrating their understanding of language and communication.

- The childminder evaluates activities well. She has a focus on communication and language development. The childminder extends the vocabulary that children use. She asks questions to older children to extend their thinking. With younger children, the childminder encourages exploration while commenting on their play.
- The childminder interacts well with all children. She is aware of when children require more challenge. The childminder knows how to support this through communication and language. However, the childminder does not yet have a sufficient knowledge of how to challenge children in other areas of learning.
- Children develop very well in their physical skills. They explore the childminder's home and take appropriate risks, such as negotiating steps. They take walks in the local area and learn how to be safe around roads. The childminder uses this time to promote seeing numbers in their environment and being aware of their surroundings.
- The childminder has very good relationships with parents. She gains information from families to support the children and help them to develop. However, the childminder does not offer suggested learning for home activities, including inspiring a love for stories. This impacts on children's development in literacy and language.
- The childminder uses ongoing assessment to decide what children need to learn next. She knows what children can already do and where their learning journey started. The childminder focuses on one or two areas at a time to improve children's skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding concerns and is aware of the symptoms to be aware of that may indicate a concern for a child. She knows when to contact other professionals for referrals. The childminder has a good knowledge of local issues, such as county lines. She has the relevant phone numbers to make referrals, and links well with the local authority. The childminder attends the required safeguarding training with the local authority. She is aware of the procedure to follow if there is an allegation against her and to report this to the local authority designated officer.

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

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

- further enhance professional development in order to support and challenge

children in all areas of their learning

- explore ways to extend children's learning at home, especially to develop a love for stories to support their learning further.

## Setting details

<b>Unique reference number</b>	EY493379
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10301352
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	22 January 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Silkstone, near Barnsley. She offers care all year round, Monday to Thursday, 7am to 6pm, except for family holidays. She provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Laurafay Muranka

## 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 the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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Manchester  
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