

Childminder report

Inspection date: 16 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder provides a warm, home-from-home environment. She prioritises excellent communication with parents. She uses communication books and face-to-face discussions to share daily information about children's care and development. Parents value the regular photos and video clips that the childminder sends to them. This means parents have a good understanding of their child's time with the childminder.

Children concentrate for long periods of time. This is because the childminder plans activities that build on what children already know and can do. Children listen attentively to stories and enjoy singing. They join in with the words and copy the actions. As a result, children make good developmental progress, particularly in their communication and language skills.

The childminder supports children to understand and follow the rules of the setting. Consequently, children's behaviour is very good. When spending time with the pet hamster, the childminder reminds children how to keep themselves safe. Children show that they have learned this, telling the childminder to watch her fingers because the hamster might nibble. Children know the hamster 'needs water and food'. They are beginning to learn about caring for living things.

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

- The childminder has a clear understanding of what she wants children to learn. When children start at the setting, she finds out what they know and can do through observations and discussions with parents. She gets to know children well. She uses this information to plan activities to support children's next steps in learning. Children in her care make good developmental progress.
- The childminder supports children's interests. For example, when they want to jump and climb, she provides indoor climbing equipment. Children create an obstacle course. They practise climbing and balancing. This helps children to make good progress in their physical development.
- Children are developing a love of stories and songs. They happily collect the 'song bag' and books to share with the childminder. They listen attentively as she reads. The childminder helps older children to think about the pictures and predict what might happen. For younger children, she points to the pictures and repeats single words, for example, 'sunshine'. The childminder praises children when they say it too. Children smile brightly, delighted at their achievement. This helps children to develop their vocabulary and early literacy skills.
- Relationships between the childminder and the children are warm and respectful. The childminder is a good role model. She asks children what they would like to do and says 'excuse me' when she needs to pass them. Children concentrate for

extended amounts of time on activities they enjoy. For example, they explore the sand tray. They fill and empty containers. The childminder introduces language such as 'full', 'big', and 'small'. This helps children to develop their understanding of mathematical concepts.

- Parents report having excellent relationships with the childminder. She provides daily home-to-setting communication books. The childminder and parents use these to share information about children's care routines and developmental achievements. This helps parents to understand what their child is learning. However, the childminder does not communicate directly with other settings that the children attend.
- The childminder asks parents for feedback on her service. She uses formal training sessions and her own reading to develop her knowledge. She observes children's interests and reflects on her practice to improve the environment. For example, she has simplified resources to focus more on children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further communication to obtain and share relevant information about children's care and learning with other providers when a child attends another setting.

Setting details

Unique reference number	EY494340
Local authority	Barnsley
Inspection number	10301406
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in Hoyland Common, Barnsley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Miall

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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