

# Childminder report

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Inspection date: 16 January 2024

<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 happy in the care of the childminder and her assistant. They settle well into the daily routines and build strong bonds with the childminder and other children. The experienced childminder works very closely with parents to understand children's needs and interests. This helps her to plan for children's future learning. Children rise to the childminder's high expectations. They make good progress from their individual starting points in development. The childminder plans opportunities to build children's skills and knowledge progressively. For example, children develop their hand and muscle control by, for instance, creating bird feeders by threading small hoops onto pipe cleaners, or they complete increasingly complex jigsaw puzzles.

Children learn to be confident and secure through the childminder's care and consideration. They are well behaved and increasingly sociable. For instance, children follow the childminder's good example and learn to regularly say 'please' and 'thank you' as they choose their toys or eat the nutritious meals she provides. Children are safe and independent. They learn to be self-aware and to take care of themselves. For example, the childminder supports children to learn to keep their play space tidy, choose their own books and toys, and develop an understanding of good hygiene routines. Parents strongly appreciate the care, support and guidance the childminder offers for all areas of their children's development.

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

- The childminder and her assistant promote children's communication and language skills well overall. They work closely with parents to identify children's language skills when they start at the setting. The childminder and her assistant introduce children to key words and phrases through books and rhymes. However, they do not consistently take opportunities that present themselves to reinforce and revise children's emerging vocabulary as they play.
- The childminder helps children to behave well and strongly supports their personal development. Children learn to share their toys and show kindness and consideration to others. The childminder and her assistant are strong role models. They use positive praise, certificates and rewards to help children to recognise and improve their own emotions and behaviour.
- The childminder very positively encourages children's love of books. She introduces them to storytelling through action songs and nursery rhymes. The childminder carefully chooses books that stimulate children's interests and build on their experiences. For example, children love learning new animal sounds as they sing and explore the rhyme 'Old McDonald had a Farm'. Children build on their love of nature as they observe insects in the woodlands after reading 'The Very Hungry Caterpillar'.

- Children develop their early mathematical skills well. The childminder encourages children to develop their counting skills as they play. For instance, children count the number of hoops as they thread them. The childminder helps children to match numbers to objects as they pretend to park their cars in the toy garage or make drinks for everyone in the role-play kitchen.
- The childminder supports children's physical development well. Children go on frequent walks to the local woods and parks. The childminder helps children to develop their large-muscle movements by, for example, encouraging them to follow increasingly challenging dance movements and take their regular walks. Children learn to control their small-muscle movements through a number of activities. For example, they help to plant and care for the allotment and use a wide range of media in their creative work.
- The experienced childminder is passionate about her role and regularly reflects on her practice. She works with a number of childminder organisations and provides support to other childminders. The childminder works closely with her assistant to develop their skills through training and research.
- Parents very strongly recommend the childminder and her assistant. They welcome the very regular information the childminder shares with them about their children's daily activities and ongoing progress. Parents particularly comment on the good support for their children's developing good manners, social skills and positive behaviour.

## **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:**

- use all opportunities to revise, reinforce and extend children's vocabulary and language development.

## Setting details

<b>Unique reference number</b>	EY333521
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10308200
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	5 March 2018

## Information about this early years setting

The childminder registered in 2006 and lives in Barnsley. She operates all year round, from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works with an assistant. She provides funded early education for two-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 that are relevant to her practice.
- The inspector read feedback from parents to gain their views on the childminder's setting.

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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