

# Childminder report

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Inspection date: 30 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 happy when attending this setting. They come in and settle immediately. The childminder and her assistants are passionate, caring and nurturing. They validate children's feelings when they are upset and show them affection. Children form good attachments with the childminder and her assistants. They approach them for cuddles at nap time and to have their needs met. The childminder role models good behaviour. Children copy and say 'please' and 'thank you' when asking for help. They ask if they can have a drink and wait for the childminder to reply before getting one. The childminder provides activities to encourage children to share and take turns. Children wait for their turn and share resources with their friends. The childminder recognises children's good behaviour and praises them. Children's behaviour is positive.

Overall, the childminder implements a good curriculum. Children experience a broad range of activities. The childminder builds on children's existing knowledge well during adult-led activities. She provides children with opportunities to develop their knowledge of their community. Children go to the local supermarket and buy items for cooking and learn about money. The childminder teaches children how to keep themselves safe, such as how to cross roads safely. She teaches children about the emergency services and people who help them. Children pretend to be nurses and dentists in their role play. They learn rich language, such as 'medicine', 'stethoscope' and 'insulin'.

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

- Children have exciting opportunities to develop their small and large muscles. For instance, older children learn how to throw balls into a basketball net. Children engage in moving to music. The childminder teaches children about their different body parts and direction. Children learn about using their arms and legs in different directions. The childminder teaches older children how to sew. Children develop their coordination skills.
- Children learn about mathematics through fun games. The childminder places a selection of different-sized coloured tiles on the floor. The childminder picks tiles for children to find. Children excitedly search and balance on tiles. Babies play with shape sorters. The childminder encourages them to explore the different shapes and identify the correct hole to place them in. Babies learn about shape and space. Children are appropriately challenged during adult-led activities.
- Children develop their independence. For example, they wash their hands for snack time and pour their own drinks with the help of their friends. The childminder encourages older children to independently get changed for school. Children persevere and open wrappers when eating their packed lunch. Babies sit at the table with older children and explore finger foods. Children develop

their confidence and self-esteem.

- The childminder supports children with special educational needs and/or disabilities (SEND) well. She gathers information about children when they start to enable a smooth transition to her setting. The childminder completes assessments to identify children's individual next steps in learning. She works closely with partners to implement a transition for children with SEND into school. The childminder uses sign language to communicate with non-verbal children. All children make good progress.
- The childminder works well with parents. She shares information with parents through a noticeboard and at drop-off and collection times. The childminder shares information about what children are learning and how parents can continue their child's learning in the home. She provides parents with support and advice on how to keep their child safe in the home and community. Parents state that communication sharing is good.
- The childminder has not focused her professional development on enhancing the quality of education to an even higher level. For example, during some child-initiated play, the childminder does not always engage with children in meaningful play to expand their learning. For instance, when babies roll a large ball back and forth, the childminder does not extend children's learning. As a result, babies lose interest and move on quickly to another activity.
- Children explore musical instruments. The childminder asks children direct questions to help children to learn about pitch, speed and rhythm. However, at times, the childminder and her assistants do not consistently allow enough time for children to process language and respond before they provide the answers.

## 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:**

- focus professional development on supporting children more effectively during child-led play to extend their learning further
- provide children with time to process questions, think and engage in conversations and allow them time to respond and develop their language.

## Setting details

<b>Unique reference number</b>	302708
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10301317
<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>	21
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

The childminder registered in 1997 and lives in Goldthorpe, South Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children. She employs two assistants, but works with only one at a time. The childminder holds an appropriate early years qualification.

## Information about this inspection

**Inspector**  
Jackie Ward

### 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 manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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