

Childminder report

Inspection date: 5 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel settled, safe and secure in the childminder's warm and welcoming setting. They behave well and are encouraged to use words to express their emotions and feelings. For example, when reminded by the childminder, an older child asks a younger child to 'stop', when they start to become frustrated with their interactions. The younger child listens and is supported by the childminder to redirect their attention elsewhere. This helps children to learn that their voice is respected and prevents disagreements between them from escalating. Children's communication and language skills are actively promoted. The childminder repeats words clearly and asks children questions to encourage them to verbally respond.

The childminder plans activities and experiences which help to build on each child's knowledge and skills. Children's interest in books is promoted effectively. The childminder plans a wide range of linked activities to key storybooks. For example, as the childminder reads the book about the very hungry caterpillar, children enjoy trying to find and identify the different range of foods to feed to their pretend caterpillar. Children are encouraged to count the number of fruits the caterpillar eats as they post them into its mouth. Their fine motor skills are further promoted as the childminder introduces a threading activity. Children concentrate and persevere as they thread pieces of fruit onto the ribbon.

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

- The childminder supports children to develop key skills in preparation for their future learning. She uses her experience and knowledge of children's interests and developmental abilities to plan interactive and enjoyable learning experiences. The childminder is committed to continually enhancing children's learning by broadening her knowledge through ongoing training.
- The childminder skilfully develops back-and-forth conversations with children. She talks to them, listens, responds, and asks questions to promote their communication skills. The childminder pauses to allow children time to gather their thoughts and to respond. However, she sometimes solves problems for children without fully encouraging them to try to find their own solutions first.
- Children's awareness of being healthy is supported through the provision of a balanced diet, appropriate hygiene routines and discussions. When discussing the story about the very hungry caterpillar, children identify the caterpillar felt poorly after eating all the sweeter foods. The discussion continued about which foods are healthier and how too much sugar is bad for your teeth.
- The childminder utilises opportunities as they arise to support children's growing knowledge. For example, when chopping their own fruit with safety knives, children notice the stem on an apple but are unaware of what this is. The childminder talks to them about how the apple grows on trees and how the stem

attaches the apple to the tree. Children then identify pears also have a stem.

- Children concentrate when making a tower. They experiment as they try and balance a range of toy animals on their towers. The childminder introduces children to positional language as she discusses how they have placed the animals 'on top' or 'at the side' of their tower.
- Children are supported to safely negotiate steps in the home and garden. Several steps lead up to the top level of the garden. The childminder has purposefully positioned a slide so that children can slide down from the top level to the lower level of the garden. Children explain they can only use the slide when it is dry because it is then safe. However, children's awareness of how to stay safe when accessing the internet is not fully explored with them.
- The childminder plans interesting digging activities to support children's fine motor skills. Children are encouraged to use the trowel to dig in the compost and find the carefully hidden insects. They also spend time filling and emptying plant pots. They laugh as the childminder makes a mud castle. Gardening gloves are provided for the children who do not like to get dirty. This supports the inclusion of all children.
- Information is shared with parents through discussions and online posts. When posting photos or videos of what children have been doing, the childminder provides an explanation about the learning taking place. Parents confirm how the childminder encourages their children's good behaviour and kindness. They also explain how they find the childminder to be trusting and approachable.

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:

- support children to solve problems and find new ways to do things for themselves
- consider how to help children to develop an effective understanding of when they might be at risk, including when using the internet and digital technology.

Setting details

Unique reference number	2610051
Local authority	Barnsley
Inspection number	10264309
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in Barnsley. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminding provision with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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