

Childminder report

Inspection date: 7 March 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

Children build positive relationships with the childminder and her assistant. This helps them to feel safe and secure. The childminder is consistent at reminding the children what is expected of them, such as taking turns and being patient. Children listen and concentrate for long periods of time. They say 'please' and 'thank you' without being prompted. Children tidy away the toys they have been playing with and follow the setting's routine with ease. The childminder and her assistant reinforce this positive behaviour with lots of praise and encouragement. As a result, children always behave well and understand what is right and what is wrong.

The childminder adapts teaching according to children's levels of development. She adapts activities depending on what she wants children to learn. For example, children who are practising language look for matching picture cards for their shopping cart game. For children who are building their levels of concentration, the childminder turns the cards over and children try to remember where each picture is. Children make good progress because learning is tailored to their needs.

The childminder understands how younger children learn and tailors learning to meet their needs. Babies benefit from learning where they can explore with their senses. Furniture is arranged for them to practise walking and strengthen the muscles in their legs. Babies have a positive start and build their skills quickly.

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

- The childminder focuses on the skills she wants children to have by the time they go to school. For example, she teaches children to share and take turns. This is helping them to build positive relationships and make friends.
- Children benefit from lots of opportunities to share books and stories. They enjoy trips to the local library where they can choose books to take home. This is helping them to develop a love of books and stories.
- The childminder uses dolls to teach children to be caring and gentle. She uses this time as an opportunity to talk to children about their own baby siblings. This helps children to talk about their home lives and understand their place in their families.
- The childminder and her assistant comment on children's play. They say sentences such as 'the babies' eyes are open' and 'the baby is sleeping'. However, they do not consistently repeat back words to children when they do not get them quite right. This limits the opportunities for children to hear and practise the correct formation of words.
- The childminder teaches children about risk and safety. Older children have been involved in developing an evacuation plan so that they understand what to do if they need to evacuate. All children practise what they should do to keep safe.

Children learn about the world around them as they enjoy visits from local emergency services and learn about what they do.

- The childminder and her assistant introduce mathematical concepts during play. They count with children to five and then beyond. They introduce colours and size. Children make good progress in their mathematical development.
- The assistant asks children questions to help them recall past learning or experiences. She gives children time to think and answer. Children recall their experiences and remember what they have learned over time.
- Parents say that the childminder has helped their children to develop their independence and make friends. Parents also say that the childminder ensures their children have a smooth transition into school by sharing important information with their children's school. They say that the childminder has helped them to continue learning with their children at home, such as using the toilet independently.
- The childminder ensures that her assistant accesses important training, such as safeguarding training. However, coaching and mentoring are not yet tightly focused on supporting her assistant to continuously develop her own teaching skills.
- The childminder has a good knowledge of her local area so that she understands different issues that might impact on the children in her care. She evaluates her practice so that she can identify what she does well and how she can improve.

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:

- provide more opportunities for children to hear and practise the correct formation of words
- develop coaching and mentoring opportunities for the assistant to even further develop their own skills and knowledge.

Setting details

Unique reference number	EY255669
Local authority	Barnsley
Inspection number	10317023
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	0 to 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2003. She operates all year round, from 6am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Aimee Hill

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 they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from several parents during the inspection and took account of their views.

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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