

Childminder report

Inspection date:

9 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and enjoy their play immensely. They flourish in this exceptional home-from-home, nurturing and educational setting. Children are eager to engage in the rich learning experiences on offer to them. For example, they sit eagerly and listen intently to stories, such as 'We're Going on a Bear Hunt'. Older children demonstrate excellent skills following planned adult-led activities. For example, they use props to retell the events from the story they have listened to in the order in which they occurred. Older children recall words used in the book, such as 'squishy', 'oozy', 'squelch' and 'squirt'. The childminder has high expectations for all children. She places an excellent focus on enhancing children's communication and literacy development. Children develop the skills they will need for their future education.

Children recognise when their behaviour is not in line with the rules and offer hugs and an apology to their friends. They show positive attitudes, kindness and respect to each other. Children consistently demonstrate how they feel safe and secure in the childminder's care.

Throughout the COVID-19 pandemic, the childminder continued to show her dedication to children's learning. She delivered craft packs and activities to children to continue to support their development at home. Children and parents were also able to see the childminder during their daily walks. This helped the childminder to maintain strong attachments with children and their parents and ensure a smooth transition back into the setting.

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

- The childminder considers children's learning priorities to decide on the curriculum. She engages children and supports their achievements through her high-quality interactions. Children demonstrate what they know, remember and can do. They are deeply engaged in their play and learning and sustain high levels of concentration for their age. Children make excellent progress.
- Children love taking part in singing activities. Babies babble and make sounds. Toddlers repeat words and copy actions. Older children decide whether to sing the song fast or slow. The childminder consistently provides a commentary as children play. She introduces words in context, such as 'garnish' when children smell fresh basil and parsley outdoors. Children have excellent opportunities to develop their vocabulary and language skills.
- Babies show a can-do attitude and goal-directed behaviour. For example, they pull themselves to standing by using the edges of low resources and furniture. Babies show their ability to balance as they attempt to place one leg over a wheeled toy. They show their developing strength and the physical risks they

are confident to take.

- The childminder is an excellent role model. She praises children for their kind and considerate behaviour, for example when they pour a drink for their friends. The childminder encourages children to express their feelings. She gives them strategies to stay calm when frustrated. The childminder talks children through why it is polite to wait for resources and to share and take turns. Children show excellent behaviour from a young age.
- Older children count to twenty confidently. They have fast recognition of the number of fingers the childminder holds up without counting them individually. Older children and toddlers understand position through words alone, for example when they are asked to place their hand 'into' the bag. Babies put interesting shaped objects inside of things and take them out again. The childminder supports children's early mathematical development incredibly well.
- Older children imitate what they have observed as they take on the role of a doctor. They put the pretend thermometer in the childminder's ear and hold the stethoscope to her chest. Children represent their own thoughts and feelings through role play.
- Children have daily opportunities to explore their local community. They visit libraries, parks and soft-play groups. The childminder also takes children to country houses, farms and on woodland walks. Children have excellent opportunities to meet new people and enhance their understanding of nature and the wider world.
- The childminder is dedicated to improving her already excellent skills and knowledge base. She completes regular training, reading and research. Children continually benefit from fresh ideas and high-quality education that inspires their learning.
- Parents write how they have sought help and advice from the childminder when other services have not been readily available. They also comment about how they are always kept up to date with their child's progress and next steps in learning. Parents speak very highly of the childminder, who provides a whole-family approach to her care and practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and well-being the highest priority. She has attended many child protection training events and completed online courses. The childminder is confident to talk about the possible signs that may indicate a child is at risk of harm. She is aware of safeguarding concerns and the impact the pandemic has had on children's mental health. The childminder knows how to report any concerns about a child's welfare and the agencies to consult with in this regard. She conducts regular fire drills to ensure children know what to do in an emergency. Children learn and play in a very safe and secure environment.

Setting details

Unique reference number	2550006
Local authority	Wakefield
Inspection number	10221556
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Woolley Grange area of Barnsley. The childminder operates term time only, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- This was the first routine inspection the provider 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector about the 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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