

Childminder report

Inspection date: 3 April 2023

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 are playful, happy and engaged in this welcoming and homely setting. Interactions between the childminder and children are authentic and fun. Children explore their favourite toys, talk as they play and discuss new experiences. The childminder interprets and repeats children's language saying 'museum' and 'woolly mammoth', so that children hear the correct pronunciation of words.

Children are healthy and active. They spend lots of time outside in the community. Children walk to the local farm, park, playgroup and museum. They make connections to help them extend their understanding; for example, they learn about grinding flour at the mill and use the flour to bake scones at home.

The childminder knows each child well. She treats them as individuals and is curious about their differences and interests. The childminder supports children to challenge themselves and develop appropriate risks, such as climbing in the park. Children develop a love of books and reading in the language-rich environment the childminder provides. They choose a book about ladybirds and snuggle onto the childminder's lap. They turn the pages, excitedly pointing and counting the ladybirds.

Children develop independence and confidently walk, talk and dress themselves. Children develop a sense of right and wrong and learn to be healthy. They wash their hands before eating and after wiping their noses, using the toilet and visiting animals on the local farm. Children are polite and kind, they say 'please' and 'thank you'.

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

- The childminder is enthusiastic and attentive and enjoys the company of the children. She develops flexible routines and follows the flow of the children, noticing and adapting to meet their emotional needs.
- The childminder recognises children's progress and next steps and responds intuitively to their needs. However, she does not always identify the skills children are learning while they play, and sometimes distracts children by moving them onto the next activity.
- The childminder communicates with parents in daily conversations and through an app. Parents say that they are delighted with the childminder and that she has a lovely manner. Parents value the frequent outings to local places and the great communication. They say that their children are making excellent progress.
- The setting is well organised and resourced. The childminder develops a curriculum that prepares children for life in modern Britain, develops

independence and gets them ready for school. The childminder supports all areas of learning through being outdoors, active and engaged. She has a vision to further develop her practice through connections and her outdoor provision.

- The childminder develops links with other professionals, childminding networks and the local school. She completes the progress checks for two-year-old children and accesses online training to support her practice.
- The childminder offers settling-in visits to suit the needs of each child and family. Parents are welcomed and they share information about what children have done at home. The childminder recognises learning opportunities and skilfully uses information to extend and support children's learning. She asks children about things they have done on holiday. For example, they role play a visit to the dentist and learn about cleaning their teeth.
- Children sit together at the table for meals and snacks. They help prepare food and as they chop strawberries they confidently say, 'I've got strawberries'.
- The childminder supports diversity and inclusion in the resources she chooses. This includes play food, dressing-up clothes and books. She focuses on the meaning of festivals so that children can develop their understanding. The childminder has not yet fully explored how she can consider diversity further so that children understand more and have a feeling for the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify, help and manage safeguarding concerns. She understands her role in keeping children safe and regularly improves her knowledge. The childminder has a safeguarding policy and receives updates from the local safeguarding partners and other professional organisations. The childminder understands the importance of safeguarding issues, including cuckooing and county lines. The childminder has a plan for emergency evacuation. Accidents and medication to be administered are recorded accurately and shared with parents. The family have a cat, and this is risk assessed to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen teaching to develop a clearer understanding of the skills children learn as they play in order to fully support their learning and development
- continue to explore and further expand ways to develop children's understanding of diversity.

Setting details

Unique reference number	2622649
Local authority	Barnsley
Inspection number	10280881
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	2 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Barnsley. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Caroline Brooks

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 the areas used for childminding and explained how the early years provision and the curriculum is organised.
- The inspector held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed play and interactions between children and the childminder.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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