

Childminder report

Inspection date: 30 April 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

The childminder knows children well. She finds out what they know and can do. She uses this information to plan highly engaging activities that spark children's awe and wonder. As a result, children focus for extended amounts of time on their play. For example, they push a ball along with their heads, exclaiming excitedly that they are a 'dung beetle', recalling what the insects do. This shows that children remember what they have learned. They concentrate on building models with magnetic shapes. They fill different-sized containers with water and sand. When children say they 'dried' the toy cars, the childminder corrects them, explaining they had 'rinsed' or 'washed' the cars. This helps children to extend their understanding of words. Children make good progress across all areas of learning and development.

The childminder fosters warm, respectful relationships with children and their families. She makes it a priority to help new children settle well. She communicates regularly with parents, sharing updates on their children's development and care. The childminder has high expectations of children's behaviour. Children help to tidy up before going outside to play. The childminder reminds them of the rules, which they repeat, showing they know them well. As a result, children feel safe and secure at the setting.

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

- The childminder plans learning opportunities that ignite children's interests. She uses observations of their development and discussions with parents to find out what children know and can do. The childminder uses this information to ensure that activities support children's next steps in learning. As a result, children are highly engaged in their play and make good developmental progress.
- The childminder interacts warmly with children. She uses these interactions to extend children's thinking. For example, she teaches children how to balance the scales by adding objects to each side. Children learn that the bucket that goes up is 'lighter' and the one that goes down is 'heavier'. As they play, they tell the childminder that objects are 'sinking' in the water. They count to themselves. This shows that children are learning mathematical concepts and language.
- At times, the childminder uses too many long sentences when talking to children. She sometimes guesses what children are trying to say and speaks for them. This does not help children to make the best possible progress in their communication and language skills.
- The childminder understands the importance of children mastering their large-muscle skills before they can learn to sit at a table. She provides rich opportunities for them to do so. For example, children climb on tyres, up rope steps and balance on the swing. Children are developing their balance and

coordination. She provides opportunities for children to use small tools. They dig in the sand and fill containers with water. They are developing the small-muscle skills they will need later for writing. This means that children are ready for the next steps in their learning.

- The childminder helps children to become independent. They put on their own coat and shoes. When children find something difficult, they keep trying. For example, they spend time loosening the fastening and making sure they put their shoes on the right feet. When they try to climb onto the bench, the childminder gives them just enough help. This develops children's sense of achievement. They show they are proud of themselves, saying, 'I did it.' The childminder praises them. They are developing a positive sense of themselves.
- The childminder communicates well with parents. She shares information about their learning and care routines. She talks to parents about how they can support their children's learning at home. Parents report that they, and their children, are very happy at the childminder's setting.
- The childminder reflects on her own practice. She attends training and development opportunities and uses her learning to improve the quality of education that is provided. For example, she has used recent training ideas to make activities more engaging. As a result, children spend more time learning from their play.

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:

- develop further good teaching practices to best support children's communication and language skills, including own use of language and allowing children time to process their thoughts and respond.

Setting details

Unique reference number	2647407
Local authority	Barnsley
Inspection number	10333038
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	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Barnsley. She holds a level 3 early years qualification. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Miall

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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to/communicated with 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 of the setting with the inspector.

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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