

Childminder report

Inspection date: 13 May 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 are happy, safe and well cared for. The childminder sits on the floor with children when they play. She organises the environment well. Children choose from variety of toys, real items and books. They start the day together by identifying the season, weather, dates and days of the week, using a wooden calendar. Children make connections to the weather outside and the childminder explains what they might do today. The childminder reads a story about a banana. She is enthusiastic and attentive, and encourages children to join in.

The childminder praises children and introduces new vocabulary, such as 'awesome'. Children are engrossed in activities. For instance, they join in with the actions in the story and gleefully bounce, lick their lips and grin like the banana. The childminder makes a connection to the banana they had for their snack. She encourages children to experiment with words, rhymes and songs as they jump like bananas. Children explore shells in a basket. The childminder uses this opportunity to introduce new vocabulary and skilfully weaves numeracy into the discussion. For instance, she asks children questions, such as, 'Can I have three'?

Children take it in turns to step up to the sink to wash their hands. They sit together at the table at snack time. Children develop their independence. For instance, they use cutlery to chop bananas and pour their own drinks. The childminder provides healthy snacks and shares information about healthy eating with parents. She recognises children's food preferences, intolerances and allergies.

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

- The childminder uses books, pictures and games to support children to learn about and label their emotions. She displays family photos of each child as she says that this gives children a sense of belonging and encourages conversations. The childminder is knowledgeable and recognises the importance of children's personal and social development.
- The curriculum is based around children being ready for school and developing their independence. The childminder is knowledgeable about the children in her care and knows what she intends for each child to learn next. The childminder promotes children's oracy and language in adult-led activities. She asks questions and invites children to repeat and respond. However, she sometimes moves on before children have sufficient time to think and respond.
- The childminder creates activities and experiences to support healthy lifestyles, including encouraging children to brush and clean a model of teeth. Children plant seeds, water them daily and watch them grow. The childminder encourages children to explore real carrots so they understand what they are growing.

- The childminder is sensitive to the personal needs of children. She chats to each child as she changes their nappy so that they feel comfortable and safe. The childminder reads a playful story about a llama to teach children who are ready to learn to use the potty.
- Children visit school each day and make regular visits to local parks. They make weekly visits to a local playgroup and to the library for story and rhyme sessions. The childminder has developed very close partnerships with parents. She shares ideas and information with parents, including songs and books from the library.
- Parents say that they are delighted with the childminder and that she exceeds all their expectations. They report that they receive regular updates and photos on a secure app and enjoy daily conversations with the childminder. Parents comment that the childminder does a fantastic job and that their children are making excellent progress in their speech, language and communication. Parents say that the childminder listens and is aligned with their values. They particularly appreciate the shared books and activity ideas that they say support their child's development of language.
- The childminder is highly motivated and professional. She has a vision for the setting and is developing her outdoor provision and natural resources. The childminder has embarked on a programme of continuous professional development and shares ideas with parents and other practitioners. She promotes inclusion and diversity, such as through resources, conversations and children's interactions in the community.
- The childminder keeps accurate records of attendance, accidents and injuries. She keeps children safe at all times and carries out risk assessments in all areas. The childminder has strategies to keep children safe, including protecting them from the sun and heat.

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:

- give children more time to think and respond to questions during adult-led activities and stories, so that they have more time to process information and respond.

Setting details

Unique reference number	2661699
Local authority	Barnsley
Inspection number	10333105
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	1 to 3
Total number of places	3
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 7.30am to 6pm, Monday to Thursday except bank holidays and family holidays. The childminder provides funded early education for children age two, three and four.

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 childminder.
- The childminder showed the inspector around the areas used for childminding and explained how the early years provision is organised.
- The inspector observed play and interactions between children and the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents through written feedback and telephone conversations.

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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