

Childminder report

Inspection date: 20 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

The childminder places a strong focus on supporting children's personal, social and emotional development. She encourages children to be kind to each other, to share and to learn to be patient for what they want. The childminder reassures children when they are distressed, upset or confused. She shows warmth and affection, combined with clear and appropriate boundaries. For instance, the childminder gives children who do not wish to share the bicycle time to think about their actions. Children find their own way to resolve their conflict peaceably. This guidance and supported interaction from the childminder help children to prepare for the wider social aspect of school and later life.

Children show how they are very happy and that they feel safe in the childminder's care. There is a lot of laughter in children's play. Children have a positive attitude to their play and learning. They eagerly go outside to ride wheeled toys. Children show how they know how to keep themselves safe. For example, they persevere to fasten the safety harness before riding the bicycle. Children enjoy role play. They mix mud, water and sand, which they transport carefully on a spoon to the kitchen to make soup. Children sit at the table, put out cups and explain that they have made 'hot chocolate and noodles' for their friends.

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

- The childminder knows children and their interests well. She uses her knowledge and the curriculum to build and extend what children already know and can do. She carries out regular assessments to ensure that children make good progress from their starting points. The childminder informs parents of the next stage of their child's learning to support continuity of learning at home. Parents speak and write highly of the childminder. They describe her as 'amazing' and 'absolutely fantastic' and express how much their children 'love her'.
- The childminder is a good role model. Children learn how to regulate their own emotions. They also develop their emotional literacy so that they have the words, such as sad and happy, to describe how they feel. The childminder supports children's emotional security and development of character very well. Children behave well. They have secure attachments with the childminder.
- Children know to wash their hands before they have their lunch. They explain that if they do not do this, they will 'get a poorly tummy'. Children demonstrate the physical skills they have to cut their fruit in half with a safety knife. They enjoy preparing their own lunch and decide what they will eat from a variety of healthy options. The childminder responds very well to children's increasing independence and sense of responsibility at mealtimes and during their self-care routines.
- The childminder is very professional and passionate about her role. She

constantly evaluates her practice and provision. The childminder is currently studying for a level 3 childcare qualification. She explains that her improved knowledge about portion sizes for children's meals is because of the course. The childminder is also adapting and enhancing her curriculum to benefit children further from her learning as it happens.

- Children enjoy outings to the local duck pond, water park and nearby farm. They also walk daily to and from the local school. Children recall what they see on their walks when asked by the childminder. For example, they explain how they saw a 'squirrel wiggling'. The childminder also gives children clues to remember a kind of beetle. Children guess 'ladybird' and talk about the number of spots they have on their body. The childminder provides opportunities for children to learn about the world and enhance their communication and language skills.
- Children show how they can count confidently from one to five. They also hold up their fingers that represent the number they count. The childminder encourages further counting from five to 20, which children do with ease. The childminder builds counting into everyday routines, such as snack time. However, she does not consistently introduce children to shapes, such as when cutting fruit, to enhance their mathematical learning further.
- The childminder talks with children about who is in their family, who lives in their house and who takes care of them. She helps children to learn about different family structures. Children learn about events, such as Mother's Day, St. George's Day and St. Patrick's Day. However, the childminder does not fully consider children's learning about cultures and religions that are different to their own.

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 ways to introduce shape, space and measure to children's play
- develop children's understanding of cultures and religions different to their own.

Setting details

Unique reference number	2663990
Local authority	Barnsley
Inspection number	10335671
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Great Houghton, Barnsley. The childminder operates from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 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 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 childminder 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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