

Childminder report

Inspection date: 5 December 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 enjoy a wide range of activities that support their interests and engage them in play. The childminder identifies children's abilities and provides a balanced curriculum. This supports children's learning and helps them to make good progress. For example, the childminder teaches children about nature when they enjoy going on walks to collect leaves, conkers and sticks. Children model shapes with dough and tell the childminder it is a 'conker'. The childminder gives children a choice of whether to play indoors or outdoors. Children put on their own coats and understand where to wash their hands.

Children sing spontaneously during their play. The childminder joins in and reminds them of the next verse. Children enjoy choosing objects from the rhyme bag. They think carefully about what song refers to the farm animals. Children sing confidently with the childminder. The childminder encourages children to take the currant buns out of the bag and put them in the pretend shop. She extends activities well to support different areas of children's learning. For example, children pretend to take a coin to the shop to buy a bun. They enjoy working out together how many buns they have and how many are left. This helps to develop children's mathematical skills. Children behave well and understand when it will be their turn.

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

- The childminder is passionate about continually developing the provision she offers to further meet children's needs. For example, she now uses an outdoor cabin to give children further opportunities to play outside. The childminder plans to use an allotment to give children opportunities to grow fruit and vegetables.
- The childminder sometimes employs assistants to work alongside her. She ensures that she shares information about children to give her assistants a full understanding of children's needs. She discusses children's learning and development to ensure that children make good progress.
- The childminder continues to update her knowledge and skills. For example, she has raised her understanding of sign language and how to use this to promote an inclusive approach to support children's communication.
- Children engage well in activities. For example, they enjoy cutting dough into pieces. The childminder shows children how they can press the dough onto small sticks to make a gingerbread house. Children continue to focus on pressing hard with their fingers. They take great delight when the two stick together.
- Children confidently fill containers with rice using a variety of tools. The childminder acknowledges this and praises the children. However, on occasions, the childminder does not use her interactions to support children to learn new vocabulary and extend the sentences they use. This means children's

communication and language skills are not consistently supported.

- The childminder knows the children and their families well. She is keen to ensure that all children have the same opportunities. For example, the childminder takes children to visit a local museum and travel on a bus. This helps children to have experiences and opportunities that prepare them for the future.
- The childminder uses any additional funding to have an impact on children's learning and development and meet their needs. For example, she has sourced sensory resources and made books available for families to loan.
- The childminder works in partnership with schools to support children's transition. For example, she shares information and arranges visits for her and the parents. The childminder makes sure that regular discussions take place so that children are well prepared to transition to school.
- The childminder works in partnership with parents to provide healthy packed lunches for their children. Children talk about the fruit they bring to eat. They choose to drink water as they understand that it is healthier for their teeth. The childminder gives children consistent messages to support healthy choices.
- The childminder engages effectively with health professionals to fully support children. She shares resources and strategies to provide consistent support for children at home and in her setting.
- The childminder supports children's behaviour. For example, when children enjoy sitting in a toy car in the garden, she supports them to take turns to drive the car. The childminder encourages children to count together so they know when it is other children's turn. Children understand the need to wait to allow everyone to have a go.

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:

- support children's communication and language more consistently, such as by using interactions to help children to use new vocabulary and extend the sentences they use.

Setting details

Unique reference number	2676752
Local authority	Barnsley
Inspection number	10363600
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Barnsley, South Yorkshire. She operates all year round, from 8am until 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant. She offers government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Val Taylor

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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