

Childminder report

Inspection date:

10 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder and co-childminder do not have consistent contingency arrangements in place for children throughout the day. This means, on occasion, the childminder exceeds her registration and ratio requirements. Although the children are safe and supervised during these times, their individual and learning needs are not always supported effectively.

The childminder and her assistant provide children with a fun, home-from-home, welcoming environment to play and learn. They know the children well and form strong and secure bonds with them. This is evident as children receive reassurance and cuddles when they become tired or upset. This helps children to feel safe and secure in the childminder's care. Children are motivated and enthusiastic to explore the range of resources available to them. For example, during outdoor play, children use toy diggers to engage in imaginary play together. However, children do not consistently benefit from an ambitious and well-planned curriculum. Although the childminder supervises the children well and tends to their care needs, there are limited interactions to extend and enhance children's learning. This means that children do not always make the best possible progress that they are capable of.

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

- The childminder does not consistently maintain the required ratios as set out in the statutory framework. For example, on the day of the inspection, the childminder took some of the children to school, which left the co-childminder over the ratio requirements. Although, children's safety was not impacted during this time, children's learning needs were not fully supported. However, the childminder is committed to rectifying this and recognises the urgency and importance to do so.
- The childminder does not have a secure enough understanding of how to support children's learning through an ambitious curriculum. Children's experiences lack quality interactions and, at times, there is no clear focus of the intended learning. For example, the childminder does not encourage children to develop their thinking or learning further during activities and play. This means that children can become easily distracted and disengage. Consequently, some aspects of her practice needs improving.
- The childminder knows her key children well. She observes and assesses children's progress and using this information to plan their next steps. For example, she knows that some children need to work on feeding themselves with a spoon at mealtimes. However, the plans that the childminder has for what older children need to learn next, such as, writing their own names, are not always suitable for their age and stage of development.
- The childminder completes all mandatory training, such as first aid and

safeguarding. However, she has not yet undertaken any further training or professional development to develop her knowledge of child development. This does not help her to keep her skills and knowledge up to date to fully support children's learning and development.

- The childminder teaches children about their local and wider community. Children take part in outings to visit the local farms and library. The childminder teaches children to be respectful of each other's differences and learn what makes them unique. For example, children learn about different festivals, family dynamics and cultures through stories and planned activities.
- The childminder works well in partnership with parents. Parents are provided with daily diaries with information about their child's care and learning. They praise the level of communication they receive from the childminder. Parents state that children settle quickly and they appreciate the daily conversations and regular newsletters with reminders and key information. The childminder suggests ways in which parents can support children's learning at home.
- The childminder and her assistant support children with special educational needs and/or disabilities (SEND) well. They work in close partnership with the local authority specialist adviser and other professionals to meet the needs of children with SEND. For example, they learn ways to support children through targeted language interventions. Parents of children with SEND value the support and guidance they receive.
- Overall, children's communication and language skills are supported well. Children engage in conversations with one another throughout the day. For example, they talk about where they are going on holiday and what method of transport, they will take to get there. The childminder is aware of the importance of allowing time for children to process information and respond.
- The childminder uses daily routines to support children learning about how to keep themselves healthy. Children choose from a range of healthy snacks, such as strawberries, carrots and blueberries and enjoy healthy home-cooked meals. They enjoy being physically active and have access to fresh air and exercise each day. Children enjoy trips to local parks to play on larger play equipment and develop their physical skills.
- The childminder supports children's early independence well. Children wash their hands before eating and after using the toilet, demonstrating their understanding about good hygiene practices. They choose their own play resources throughout the day and which foods they would like at snack times. This prepares children well for their eventual move to school.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff-to-child ratio requirement are adhered to at all times	15/04/2024
implement an ambitious curriculum that provides consistent high-quality interactions with children during their play to fully support and extend their learning.	10/05/2024

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

- ensure that children's next steps are age-appropriate and offer the right level of challenge for their stage of development
- undertake professional development opportunities to improve knowledge of how to support children with their learning and to raise the quality of the provision to a good level.

Setting details

Unique reference number	2746747
Local authority	Barnsley
Inspection number	10338612
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 11
Total number of places	12
Number of children on roll	29
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works from her co-childminder's address in Barnsley. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-and three-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Jenny Cowton

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 co-childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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