

Childminder report

Inspection date: 29 May 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children feel incredibly secure. They thrive and flourish in the nurturing care and exciting environment that the childminder provides. The childminder places children at the heart of everything she does. Her aspirations are high for all children's learning. The childminder teaches children an extensive range of traditional songs and rhymes. Children thoroughly enjoy singing. They enthusiastically and constantly sing songs. Children develop musicality and a strong understanding of letter sound repetition and words that rhyme.

The childminder is an effective role model. She supports children to develop important social skills, such as learning how to greet people. Children confidently say 'good morning' to the inspector using her first name. The childminder teaches children to recognise and name their emotions. Children are sensitive. They identify when people are sad and state confidently that they may need a hug to help them to feel better. Children develop empathy and understand the importance of being kind and caring to others. Their well-being is strong. Children's behaviour is exemplary.

The childminder uses an inclusive approach where all children and their families feel welcome and valued. Children learn to respect the uniqueness of other people. They develop a strong sense of self. Children are extremely confident and self-assured.

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

- The childminder is a motivated and inspirational teacher of young children. She is ambitious for all the children in her care. The childminder uses her observations and assessments, children's interests and her knowledge of child development to provide children with exciting and challenging learning experiences. Children learn about insects and why they are important in nature and to their future. They confidently describe that bees need flowers to make honey. Children develop excellent language skills.
- Children display superb physical skills. They are highly motivated and persist in practising their climbing skills. Children skilfully climb up and over the sturdy climbing frame. The childminder challenges them to run as fast as they can up the hill in her garden. She takes them on local outings each day. Children enthusiastically explore the hills, the fields and the park. They develop agility, physical competence, strength and remarkable control of their bodies.
- The childminder builds strong foundations for children's literacy development. She skilfully weaves opportunities for literacy learning throughout each day. Children delight in identifying all the letters and letter sounds in their names along the stepping stones. The childminder provides an extensive range of

books. She reads to children every day and takes them to the library each week. Children develop excellent concentration and a love of books. Older children use the pictures and confidently recall the story about 'The Buzzy Bumblebee'.

- Children are extremely independent and constantly do things for themselves. They competently manage their self-care and personal hygiene, such as toileting, washing hands and putting on their shoes and coat. Children also choose their own cups and plates from the children's cupboard and fill their cup with water from the low-level tap. The childminder teaches children about hygiene and why it is important. Children understand that washing their hands and the table before eating removes germs.
- Parents are very impressed with what their children learn, the experiences they have and the knowledge they develop in the childminder's care. Parents describe how their older children became reading ambassadors in school and feel this is down to the childminder's passion for sharing books and stories with them from an early age. Parents are kept fully informed about their children's learning. They state how the childminder cannot do enough for families and how she values each child and their family's uniqueness.
- The childminder identifies herself as a lifelong learner and describes how she wants children to be inspired in their learning. She is committed to continuing her professional development so that she can continue to support children to the highest level. The childminder is currently studying part-time for a relevant degree. She talks to children about what she is learning at university and enthuses them to be interested in learning throughout their life. The childminder creates a close partnership with the local nursery and school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	302672
Local authority	Barnsley
Inspection number	10339330
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	6
Number of children on roll	12
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2000 and lives in Cudworth, Barnsley. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Sugden

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 discussed her intentions for children's learning with the inspector.
- The inspector spoke to children and observed them as they played indoors and outdoors and during daily routines.
- The childminder and the inspector carried out a joint evaluation of a songs and rhymes activity. They discussed the childminder's teaching and the impact this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents told the inspector, through telephone discussions and written feedback, how the childminder supports their children's learning and how she keeps them informed. They also told the inspector about the outings their children enjoy with the childminder and how she prepares them for starting school.

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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