

Childminder report

Inspection date: 10 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish in the care of this kind and nurturing childminder. She is enthusiastic about her role and takes pride in offering children good-quality experiences. The childminder creates a warm and homely environment where children feel safe and secure. Children happily explore activities independently and approach the childminder for a cuddle when they want comfort and reassurance. The childminder ensures that children's interests are at the heart of her practice.

Children demonstrate they are confident and outgoing in the encouraging presence of the childminder. They are happy to engage with visitors and share their play and chat about what they are doing. Children's behaviour is well managed, and they learn to be kind and respectful to each other. The childminder provides good opportunities for children to develop in all areas of learning. Children are motivated to engage in activities and make good progress from their starting points. They are well prepared for the move on to school.

The childminder encourages children to complete age-appropriate tasks during the day. They tidy away toys, understanding how this keeps the environment safe, and they learn to put on their coats and shoes. These responsibilities encourage children to be independent and develop a sense of pride in their accomplishments.

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

- The curriculum is child centred. The childminder uses children's interests to plan activities. This means children enjoy learning and engage in play for extended periods of time.
- The childminder enthusiastically joins in with children's play, supporting their learning needs through their chosen activities. For instance, during a craft activity, children decorate bunnies, eggs and crowns as part of their Easter celebrations. The childminder supports conversations and learning about size, colour and number. She introduces new concepts and consolidates what children already know.
- The childminder is passionate about children's care and learning. She reflects on her own practice and keeps her knowledge and skills up to date by attending training, online forums and conducting personal research. The childminder is clear about the intent of her curriculum. She uses observations and regular assessments to plan activities that support children's next steps.
- It is important to the childminder that each child understands what makes them unique, and they are respected and valued as individuals. She works closely with parents and other professionals to support children who have special educational needs and/or disabilities. The childminder has completed designated special needs training to enable her to offer good support to children.

- Children become confident communicators. The childminder encourages conversations, adding vocabulary and using repetition to support children to remember more. However, at times, the childminder does not use her good-quality questioning techniques to the highest level to fully challenge children's thinking. Children are eager to talk to the childminder, knowing they receive a positive reaction. For example, they happily share where and why they are putting furniture in the rooms of a doll's house.
- The childminder provides children with a range of healthy meals and snacks. She ensures that she has a copy of the school menu so that she can complement this and not provide children with similar foods on the same day. The childminder is very allergy aware and provides allergen information on her own menu, which is shared with parents. Children have free access to drinks throughout the day, including water and milk.
- The childminder gathers the parents' views through daily conversations and written questionnaires. Parents report that their children settle very well in the care of the childminder. This is due to the robust settling-in procedures to ensure that children's and parents' experiences are positive. Parents reflect on the detailed information they receive from the childminder. This means they are clear about their children's stage of development and well-being.
- The childminder makes good use of her garden for outdoor play. She takes children on regular outings to encourage them to be active and develop their strength and physical stamina. Children follow good health and hygiene routines, including brushing their teeth after lunch. The childminder ensures that children are independent and can manage their own personal needs before they make the transition on 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 further improve the quality of the early years provision, the provider should:

- enhance the use of questioning even further to challenge children's thinking to the very highest level.

Setting details

Unique reference number	302727
Local authority	Barnsley
Inspection number	10396581
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 February 2020

Information about this early years setting

The childminder registered in 1997 and lives in the Darton area of Barnsley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for children aged from nine months to four years.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including training certificates.
- The inspector observed the interactions between the childminder and the children.

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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