

# Childminder report

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Inspection date: 16 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a homely and welcoming environment. Children settle quickly and demonstrate they feel secure. They have strong relationships with the childminder. Children enjoy the childminder's praise, which promotes their high self-esteem and supports them to become confident learners. They explore the available resources independently. The childminder is a positive role model. She has high expectations for children's behaviour. She gives them clear guidance to help them begin to manage their feelings and understand the impact their actions have on others. Children develop a secure understanding of right from wrong from an early age. They learn good manners and are polite.

Children attend playgroups where they build relationships in a wider social group. The childminder teaches them to be kind, share and play cooperatively. Children learn to put on their shoes and coat, use a knife and fork and tidy away their toys. This helps to prepare them for the larger school environment. In the main, the childminder plans a good mixture of activities across the curriculum. She promotes mathematics well throughout activities and during everyday routines. For example, children begin to recognise numbers and they identify letters and numbers during the walk to school.

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

- Partnerships with parents are strong and highly effective. Parents greatly appreciate the care the childminder provides. They are complimentary and comment that, 'The house is calm and welcoming. The childminder has a fair but firm approach to children's behaviour.' The childminder fully involves parents in children's learning. She encourages them to share their children's next steps and shares photographs and observations with them.
- Children make good progress in speech and language. They choose favourite stories. The childminder uses books well to help children read the story with her. She encourages them to identify missing words and to predict what might happen next. Children have a good awareness of language and use a wide vocabulary. During walks, children explore how their voice makes echoes under bridges.
- Children enjoy time in the local parks and are regular visitors to the Trans Pennine Trail. They learn about the natural world around them. The childminder takes children to buy groceries in the market. They enjoy choosing different foods, such as spices and fish. Children meet a diverse range of people and begin to understand their community.
- The childminder has effective arrangements to help children settle. She gets to know children and their families well from the start. The childminder finds out about children's routines, interests and their likes and dislikes. In general, the

childminder uses this information well to plan for children's learning. However, on occasions, she does not fully consider children's interests when planning what resources are accessible. This means that, at times, children do not engage well during child-led play.

- The childminder encourages children to talk about their family and friends. They recall real-life experiences, such as when they visited the fire station and travelled into town using the train. Children have limited opportunities to re-enact their home experiences or engage in imaginative play.
- The childminder talks to children about equality, being unique and the best versions of themselves. She teaches children how to keep themselves safe. For example, during daily walks to school, they learn to identify hazards and risk assess for themselves. They learn to find a safe place to cross the road.
- The childminder works closely with her co-childminder to review her practice. She regularly evaluates her setting to drive improvement and ensure she is maintaining high standards. The childminder is keen to build on her knowledge and skills. For instance, she is exploring ways to enhance the support she gives children who have difficulty communicating through spoken language. The childminder links with other childminders to share good practice and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection issues, including wider safeguarding concerns, such as county lines and modern slavery. She is fully aware of her role and responsibilities. She can identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety and welfare. She attends training to update her knowledge, to keep children safe and protected. The childminder talks to older children about online safety and safe use of electronic equipment, such as mobile phones. This helps them develop a secure understanding of how to keep themselves safe.

## What does the setting need to do to improve?

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

- fully consider children's interests when planning resources to enhance children's positive attitudes to learning and help them be highly engaged and motivated to learn more
- extend the opportunities for children to engage in imaginative play.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 302735                                                                            |
| <b>Local authority</b>             | Barnsley                                                                          |
| <b>Inspection number</b>           | 10061444                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 to 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 12                                                                                |
| <b>Date of previous inspection</b> | 10 September 2015                                                                 |

## Information about this early years setting

The childminder registered in 1997 and lives in Penistone, Sheffield. She operates all year round from 7.30am to 6pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

## Information about this inspection

### Inspector

Nicola Dickinson

### Inspection activities

- The co-childminder gave the inspector a tour of the premises. She explained what resources are available to children and how the setting is organised to support their play and learning.
- The childminder explained the planned curriculum. The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- Children spoke to the inspector about their learning throughout the inspection. The inspector held a number of discussions with the childminder and co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through discussion and written feedback provided.

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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