

Childminder report

Inspection date: 21 May 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 develop strong bonds with the kind and nurturing childminder. They demonstrate that they are happy and confident. For example, children affectionately hug and feel close to the childminder, who reciprocates with warmth and loving interactions. Children are highly sociable, and they demonstrate confidence with new people. For example, they greet visitors warmly and are keen to talk about their day. The childminder knows children very well.

The childminder wants children to start school with the skills and knowledge that equip them well for this move. She understands the importance of ensuring that children have the words and confidence to make their needs known. The childminder places a high emphasis on promoting children's communication and language. She skilfully links in familiar stories and songs as children play. The childminder teaches children different words such as 'squishy' and 'flatten' as they manipulate play dough. She identifies when children require further help with their speech and provides specific support to help these children.

The childminder plans lots of opportunities to help children to develop their physical skills. This includes activities that help children to build the small muscle skills they need for later writing. Children enjoy threading beads and picking up and arranging small objects with tweezers. They run and jump outside and thoroughly enjoy accessing the wheeled toys and bicycles.

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

- The childminder provides a wide range of activities that are linked to children's interests. However, she does not consistently focus precisely on her curriculum intentions to promote children's progress towards their next steps in learning. For example, when children move from one activity to another, the childminder does not focus on the specific skills they need to develop. This does not fully support children to learn to focus during activities and to build on their concentration.
- Children begin to learn early mathematical concepts. For example, the childminder encourages children to count and sequence numbers as they thread beads onto shoes laces. This helps to support children's early mathematical skills.
- Overall, children are confident to communicate their ideas. For example, they listen to each other as they share their thoughts about their favourite story. However, at times, the childminder is quick to interrupt conversations, and children do not have enough time to share their ideas more thoroughly. Therefore, on occasion, the childminder does not consistently support children to build on their already good speaking and listening skills even further.

- The childminder has high expectations of children's behaviour. She sensitively reminds children to use their manners, such as saying 'please' and 'thank you'. Children are kind, and they help younger children as they play. Children's behaviour is good.
- Children develop good independence skills. For example, the childminder teaches children to wash their hands before eating meals. She works with parents and carers to support children as they learn to use the toilet. This helps children to develop their independence.
- The childminder encourages healthy lifestyles by educating children about nutrition. For example, during lunchtime, she discusses the significance of eating vegetables and the vitamins they provide. Additionally, the childminder carries out research to ensure that the meals she provides are healthy and nutritious.
- The childminder uses the community around her to extend children's learning experiences. For example, she teaches children about road safety. The childminder supports children to learn about other people's similarities and differences outside of their own communities.
- The childminder is reflective. She can identify good practice and shares improvements she would like to make to support children within the setting. The childminder has a good understanding of where children are in their development. She places a strong focus on supporting children to be resilient, confident and ready for the next stage of their learning.
- The childminder successfully establishes positive partnerships with parents. She communicates with them daily, providing a verbal handover and sharing ideas for children's next steps in learning. This provides parents with ideas of how they can extend and support their children's learning at home.

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:

- focus more precisely on the curriculum intentions to promote children's progress towards their next steps in learning
- refine interactions with children to recognise appropriate opportunities to intervene in their play, without interrupting their thoughts and ideas.

Setting details

Unique reference number	EY217828
Local authority	Barnsley
Inspection number	10392910
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 4
Total number of places	6
Number of children on roll	20
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2002 and lives in Wombwell, Barnsley. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4. She provides government funded childcare.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The childminder explained to the inspector about how she plans the curriculum and what she wants children to learn.
- The inspector observed the childminder's interactions with children. She considered the quality of education and the impact this has on children's learning.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate.
- The inspector acknowledged the views of parents through their written testimonials.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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