

Childminder report

Inspection date: 4 March 2022

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

The provision is good

Children arrive at the childminder's home happy and eager to begin their day. They excitedly greet the childminder and her pet dog, before choosing where they would like to play. Children enjoy playing with dolls and develop their imaginations well. They gently care for and dress the dolls, before pretending to put them to bed for a nap.

Children are safe and have secure attachments with the kind and gentle childminder. They are comfortable in her care and enjoy their time in the homely setting that she has created. Children cuddle up to the childminder as they listen to a range of stories. They confidently chat to the childminder about their home lives and experiences. For example, children tell the childminder about their day at nursery and how they helped to care for the pet tortoise.

Children are well behaved and polite. The childminder has high expectations for children's behaviour. She teaches them right from wrong through gentle reminders about the rules and boundaries in place. As children wash their hands, the childminder reminds them to use soap to wash the germs away.

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

- The childminder knows the children she cares for well. She confidently talks about children's personalities, interests and what they enjoy. When planning her curriculum, the childminder focuses on helping children to develop their personal, social and emotional skills. She wants children to be confident, independent and self-assured individuals, who are ready for the next stages in their learning.
- The childminder plans experiences that she knows children will enjoy. She uses children's interests as a guide and asks older children what they would like to do. However, the childminder does not consistently challenge and extend children's learning when they play, to build on what they already know and can do.
- Children's communication, language and literacy development are supported well. Children eagerly listen to endless stories told by the engaging childminder. They demonstrate that they are familiar with the stories as they fill in missing words and repeat key phrases. The childminder skillfully asks questions about the story and characters, to check children's understanding. She introduces new words, such as 'axe' and explains what this is and how it is used.
- The childminder uses praise and encouragement to help children to develop positive attitudes towards their learning and to learn how to behave. Older children help to devise the setting's rules and create a reward system, where they earn ticks to win prizes.

- Children learn about the world around them, such as through conversations with the childminder and each other. Older children watch educational programmes, such as a children's news programme, to find out what is happening in the wider world. They engage in discussion with the childminder about what they have watched.
- The childminder provides children with a range of home-cooked meals and snacks. She asks children what they like to eat and plans a menu to reflect this. Children have plenty of opportunities to be active. They play outside in the childminder's spacious garden every day. Children develop their physical skills, such as running, jumping and balancing.
- Partnerships with parents are good. The childminder chats to parents about what their children have been doing and learning in the setting. She passes messages on from the local school and nursery and shares children's achievements.
- The childminder has good links with additional settings that children attend. There is a good two-way flow of communication between the childminder and local school. The childminder finds out what children are learning at school and extends this in her setting. For example, following World Book Day, children read their favourite stories at the childminder's house.
- The childminder supports children with special educational needs and/or disabilities successfully. She works closely with parents and other professionals involved to give children the help that they need.
- The childminder keeps up to date with mandatory training, such as safeguarding, to keep her knowledge current. However, the childminder has not extended her professional development to help her to plan and build on her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She has a good understanding of the procedures to follow, should she have any safeguarding concerns. The childminder recognises the possible signs and symptoms of abuse or neglect, including those relating to broader safeguarding issues. She knows who to contact if she has concerns about the welfare of a child. The childminder ensures that risks to children in her home are minimised. She completes risk assessments for her home, garden and when taking children to school and collecting them.

What does the setting need to do to improve?

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

- plan more challenging play opportunities to help build on what children already know and can do

- build on professional development plans to raise the quality of practice and teaching further.

Setting details

Unique reference number	EY248875
Local authority	Barnsley
Inspection number	10117342
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	3 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 April 2015

Information about this early years setting

The childminder registered in 2003. She lives in the Birdwell area of Barnsley. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas of her home used for childminding and discussed how she organises the curriculum.
- A joint evaluation of an activity was carried out by the childminder and the inspector.
- The childminder discussed the activities that she provided for children on the day of inspection.
- The inspector looked at relevant documentation, including the suitability of all persons living and working in the household.
- The inspector spoke to and interacted with children during the inspection.

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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