

Childminder report

Inspection date: 31 March 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 are happy and well cared for in this homely setting. The childminder is welcoming and well organised. The setting is calm and peaceful. Children enjoy their time with the childminder, showing they like and trust her. Overall, children develop their independence, such as they make choices and decisions. The childminder promotes a love of books and reading. Children enjoy stories and learn to handle books with care. They snuggle onto the childminder's lap to listen. The childminder reads clearly. Children learn to follow familiar stories. They recognise favourite characters and practise using new sounds as they call out familiar words and phrases.

Children develop close relationships with the childminder. She is attentive and listens to children. As a result, children settle well and make good progress from their starting points in development. The childminder adapts her curriculum to support individual children and is responsive to their needs. She plans opportunities for children to be physically active. Children enjoy the natural world and learn about animals. They make daily visits to local parks and woodland. They walk a dog, watch squirrels and play. The childminder uses these experiences to teach children about the world around them. She supports healthy lifestyles through offering children nutritious food choices.

Children's behaviour and attitudes are good. Children are engaged and supported in their play. The childminder has a routine so that children know what to expect. She is calm and consistent and has clear expectations for children. Children learn to help and to put things away. The childminder reminds children to say 'please' and 'thank you'.

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

- The childminder gives children her attention. For instance, she sits among children as they play so that they feel valued and supported. Children choose what to play with and create play scenes with play figures. The childminder is interested and asks questions. However, she does not consistently give children enough time to understand, think and respond to develop their communication skills further.
- Children develop concentration and follow instructions to extend their play. For example, the childminder speaks clearly and gives children directions to 'press' to open the pirate ship. The childminder is tuned in to children's language. She understands what children say and responds. However, she does not consistently repeat back what children have said so that they hear the correct pronunciation.
- The childminder supports diversity and inclusion in her practice. She offers puppets and books that represent different faiths and backgrounds. The

childminder plans activities for children to explore cultural festivals and promotes inclusion in her conversations with children and in the community.

- The childminder meets regularly with other childminders to share good practice. She has links with other professionals who offer guidance and support. The childminder participates in training to develop her understanding and knowledge.
- The childminder adapts the curriculum for individual children and focuses on children learning through play. She wants children to be safe and happy as they develop their communication and language and get ready for school or nursery. The childminder encourages children to develop their independence by putting on coats and shoes, climbing the stairs and using the toilet. However, the childminder frequently does things for children that they could be learning to do for themselves. Examples of this include wiping children's noses for them.
- The childminder has a good relationship with the local school so that children's transitions are smooth. Children make daily visits to school when the childminder picks up other children. They enjoy time in the playground and are familiar with the school and staff.
- The childminder knows children well. She finds out about children from parents and carers and through observations. She identifies children's next steps in learning. The childminder monitors children's progress and shares information with parents in daily conversations.
- The childminder is professional and develops close partnerships with parents. She evaluates practice and collaborates with parents to support children to achieve, such as when they learn to use the toilet. Parents speak highly of the childminder. They say that she is calm, helpful and friendly. Parents comment that the childminder recognises children's individual needs. They appreciate that children spend time outside and have daily walks.

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:

- give children more time to process information and respond to questions using their own words
- support children to consistently hear the correct pronunciation of words, such as by repeating back phrases
- introduce even more opportunities for children to develop independence in self-care tasks, such as wiping their noses.

Setting details

Unique reference number	EY268350
Local authority	Barnsley
Inspection number	10388201
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 10
Total number of places	6
Number of children on roll	0
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Wombwell. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used for childminding and explained how the provision is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of written feedback from parents.

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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