

Childminder report

Inspection date: 20 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy lovely friendships with each other. Older children are kind and caring towards babies. The childminder helps children to develop a positive sense of themselves. When drawing pictures of each other, they compare their eye and hair colour. They discuss the pets they have at home. They look at photos of their times with the childminder and think about how much they have grown.

The childminder works with parents to get to know children well. She quickly forms supportive relationships with children and they settle well in her care. As a result, they feel confident to explore the range of play and learning activities that the childminder provides.

The childminder regularly asks parents about their child's achievements at home and observes them during play. She uses this information to plan ways to help them make good progress across all areas of learning. She carefully orders activities so that they build on what children can do, for example starting with simple two-piece jigsaws and building up to more complex puzzles.

Due to the ongoing impact of the COVID-19 pandemic, parents are not entering the setting. The childminder maintains good communication with parents. She has daily discussions at the door, sends photos to them and shares regular written updates about their child's progress.

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

- Children enjoy sharing books with the childminder. She introduces new words through stories and reads in a way that sparks their interest. Older children listen intently and join in with excitement as they recall familiar phrases. The childminder talks to children about the world around them, encouraging them to share their own thoughts and ideas. She models the correct pronunciation of difficult words like 'elephant'. With babies, she repeats the sounds they make back to them and models simple, single words, for example 'ball' and 'car'. She plays peekaboo games, teaching children to enjoy back-and-forth interactions. These things help all children to make good progress in their communication and language development.
- The childminder uses children's love of stories to support their understanding of mathematical concepts. For example, when reading 'Five Speckled Frogs', children show the number of frogs on their fingers, taking away one each time a frog jumps into the pool. She asks them to count and recap this learning. This develops their understanding of the concept of 'one less'.
- Children make good progress in their physical development. Babies explore a range of textures and materials to stimulate all their senses. The childminder

supports their interests, for example copying when babies pat the table to listen to the sound it makes. She places interesting things on to a low table and encourages babies to pull themselves up to stand. Older children tell the inspector that they enjoy walking in the park and feeding the squirrels. This promotes children's knowledge and understanding of the world around them.

- Children's behaviour is good. They concentrate well on activities and keep trying when something is difficult, for example carefully turning the pieces of a puzzle and working hard to find where they go. They are proud of their achievements, such as writing their own name. They say they are excited to show their parents what they have done. Sometimes, children have to wait while activities are prepared and do so patiently. However, this means that their learning is interrupted.
- The childminder helps children to develop their independence skills. Babies are encouraged to feed themselves fresh fruit and vegetables at snack time. Older children independently wash their hands before eating. They learn about good oral health through discussions with the childminder and through play. For example, they pretend to clean their doll's teeth with a toothbrush. Children tell the inspector, 'Sweeties are not good for your teeth.'
- The childminder attends regular safeguarding training and keeps up to date with changes in policy. She thinks about the activities she provides and how they could be improved or adapted. However, she has not engaged in any professional development opportunities which focus on improving the quality of education she provides, so that this can be continually improved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection issues. She knows the correct procedures to follow should she ever have a safeguarding concern about a child. She knows about the role of the local authority designated officer and what to do if an allegation was ever made against her or a household member.

What does the setting need to do to improve?

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

- further develop good teaching practices by ensuring activities are fully prepared in advance
- target plans for professional development more effectively to further enhance the quality of teaching and achieve excellent outcomes for children.

Setting details

Unique reference number	EY337279
Local authority	Barnsley
Inspection number	10220061
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	0 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Shafton, near Barnsley. She operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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