

Childminder report

Inspection date: 3 June 2024

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, confident and independent learners. They smile and laugh throughout the day. Children confidently choose and access resources in the setting. The childminder sits alongside children to support their play. Children respond positively to the childminder's warm and nurturing manner, and they are ready to learn.

The childminder places developing children's independence, confidence and self-esteem at the heart of this setting. She supports children to develop the skills they need to move on to school. For instance, in preparation for outdoor play, children find their outdoor shoes to put them on themselves. They independently use the toilet and wash their hands for snack time. The childminder supports children to cut up their fruit. Children share resources and wait for their turn when playing a game. The childminder praises children for taking turns and is a good role model. She speaks to children with respect and values their ideas, which encourages them to do the same to others. Children's behaviour is good.

Children's communication and language skills develop very well. The childminder engages in conversations with children at every opportunity. She uses thoughtful questioning to encourage children to recall information. Children confidently share the names of different dinosaurs. The childminder has high expectations for children's learning.

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

- The childminder gathers appropriate information to observe, assess and plan next steps for children's learning. She has a good knowledge and understanding of age-appropriate children's development. This helps her to identify children with special educational needs and/or disabilities early. The childminder provides a secure approach to monitoring children's individual needs. All children make good progress.
- The childminder encourages children to use their imaginations. They turn a table into a den using a cloth to cover it. Children role play with play dough and make buns. They act out superheroes, talking excitingly of their 'powers' helping them to be 'fast' and do 'magic'. Children confidently express themselves.
- Children learn about time, such as when they plant seeds and watch them grow. They develop thinking skills as they learn to use a tap to transfer water from a barrel to watering cans. Children use spray bottles to water small plants. The childminder encourages children to recall the correct way to water plants, so the sun does not scorch the leaves. Children are deeply engaged in their learning.
- The childminder encourages children to use magnifying glasses to search for hidden discs with numbers on. Children excitedly explore a dinosaur role-play

area, looking under rocks and in the grass. Children develop an understanding of early numbers. The childminder challenges older children to progress to higher numbers.

- Children have lots of exciting opportunities for physical development. They learn how their body moves. The childminder takes children to music and movement classes. Children use ribbons to dance. They learn to balance and make shapes by using their body. Children develop their spatial awareness and coordination.
- The childminder prioritises children's healthy eating. Children enjoy healthy, nutritious food and snacks. They confidently talk about foods that are good and bad for their teeth. Children have ample opportunities to be physically active. This helps to promote a healthy lifestyle.
- The childminder regularly shares information with parents about their children's learning and development. She sends digital messages to parents and updates them daily with special moments. Parents comment on how well the childminder knows their child and how she goes above and beyond to help their children develop and learn. They feel that their children are safe and happy within the setting.
- The childminder teaches children about their community. Children go on walks to the supermarket and the local market. The childminder teaches children about people who help them, such as emergency services and supermarket staff. However, the curriculum is not fully developed to include children's understanding of the world further, such as supporting children's understanding of different race, culture and religion.

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:

- provide children with more opportunities to learn more about diversity and extend their knowledge of the world.

Setting details

Unique reference number	EY381189
Local authority	Barnsley
Inspection number	10335292
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Barnsley. She operates for 48 weeks of the year, from 8am to 5.30pm, Monday to Friday, except for bank holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jackie Ward

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 childminder and has taken that into account in their evaluation of the childminder
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.

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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