

# Childminder report

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Inspection date: 8 May 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are full of smiles and enjoy exploring the outdoors with the childminder. The childminder has high expectations for children's behaviour. He praises children for sharing and being kind to each other. Most children say 'please' and 'thank you' without being asked. When children are just learning this new skill, the childminder models what is expected of them. Children learn what is right and what is wrong from an early age.

The childminder knows children very well. He ensures that he understands their individual needs and care routines. He knows when children need to sleep or when they are upset. This helps him to ensure that care is tailored to each individual child. Children develop close bonds with the childminder and feel safe and secure in his care.

The childminder promotes children's communication and language skills. He talks to children as they play, narrating what children are doing. For children with emerging language, the childminder models single words. He points out flowers, birds and butterflies in the environment. Children repeat words back to him and use them later as they explore the environment. Children develop a wide range of vocabulary.

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

- The childminder takes account of children's interests when considering what learning they are going to focus on. He ensures that activities are engaging and keep children interested. This helps children to stay motivated and learn new skills.
- The childminder is skilled at including mathematics as children play. He counts as children gather sticks. He talks about colour, sizes and shapes as children play a matching game. Children learn a range of mathematical concepts.
- The childminder focuses on developing children's social skills. He provides opportunities for children to play together. They sit together and talk as they eat their snack. As a result, children build positive relationships with each other.
- The childminder provides many opportunities for children to develop their physical skills. They go on local walks to parks and fields. Young children practise becoming confident walkers as they navigate hills, mounds and slopes. All children make good progress in their physical development.
- Children learn about healthy foods. The childminder provides a varied and balanced diet for children. At lunch time, they talk about all of the different fruits they are eating and how they are good for them. They say that they wash their hands before they eat to make sure that they are clean.
- The childminder shows interest as children explore under rocks and leaves.

When they find bugs, he sparks their interest by asking what they have found. However, he does not consistently ask more in-depth questions to even further develop their imagination. This is particularly the case for children who are very capable of being challenged to think deeper.

- The childminder communicates well with parents. He provides regular feedback to parents about what their children are learning. He provides helpful information about what parents can do at home to help their children develop their skills even more.
- The childminder works in partnership with local schools and other settings that children also attend. He shares information about their learning and development. This helps to ensure that all those working with children understand their needs and what they are learning next. This contributes to the good progress that all children make.
- The childminder evaluates his own practice. He thinks about what went well that day and what he could do better. He works closely with another childminder, and they evaluate the provision together. This helps them to identify how they can enhance learning for all children.

## **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:**

- consider how you can further support children to develop their own independent thinking skills by extending discussions when engaging in child-initiated play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY393914                                                                          |
| <b>Local authority</b>                             | Barnsley                                                                          |
| <b>Inspection number</b>                           | 10317025                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 9 May 2018                                                                        |

## Information about this early years setting

The childminder registered in 2009 and lives in Birdwell, near Barnsley. He operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. He works with another childminder.

## Information about this inspection

### Inspector

Aimee Hill

### 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from several parents during the inspection and took account of their views.

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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