

Childminder report

Inspection date:

25 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily engage with certain activities and toys. They develop skills for their future learning, such as independence. However, the childminder does not purposefully plan an effective curriculum to help children to make the best possible progress, including for those children in receipt of additional funding. She is not always clear about what she wants children to learn. This does not ensure that all activities and resources are fully engaging and age-appropriate for children. The childminder does not consistently use information from her assessments effectively or make related records accessible.

The childminder is warm and caring, which helps children, who have been attending since they were babies, to feel safe and secure. She naturally responds to children's care needs. For example, the childminder gently comforts toddlers and gives them a reassuring cuddle when they become upset. She recognises when two-year-old children need a nap.

The childminder promotes children's early language as she talks to them, and sings and reads stories with great animation. Children love listening to a favourite story about a bear hunt. They excitedly join in with the actions, and finish the sentences as the childminder pauses. Toddlers attempt to copy actions to songs, such as 'Wind the Bobbin up'. The childminder positively reinforces the rules in her setting. This helps children to understand her expectations and keep themselves safe.

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

- The childminder does not consistently plan motivating and stimulating activities and environments, to cater for children's differing learning needs. As part of this, she borrows resources from other childminders, such as an early mathematical game. However, this is too advanced for two-year-old children and lacks challenge for older children. The childminder does not give good consideration to the resources available to toddlers as they sit in their highchair or move freely around the playroom.
- The childminder explains how she undertakes a development checklist to monitor children's progress. However, she does not have a secure enough understanding of what children need to learn next or plan for gaps in their learning. Furthermore, the childminder could not locate the required progress check carried out on children aged between two and three years.
- Although the childminder's provision is not fully effective, she interacts enthusiastically with children. She takes account of their interests in certain respects. For example, the childminder extends two-year-old children's interest in animals through songs, stories and animal figures. She uses care routines to introduce learning to children, such as counting grapes.

- As the childminder reads a story, she asks questions, such as, 'What do we need to do when we go through the mud?' She explains to children how they will need to put their wellington boots on, just as they did when they went to the woods. The childminder uses outings such as this to help children to develop their large physical skills.
- The childminder encourages toddlers to use their spoon to feed themselves, which also helps to develop their motor skills. Toddlers repeat actions, such as banging their spoon on the tray, when they realise it makes a noise. Two-year-old children attempt to put on their own shoes and the childminder encourages them to use their spoon, rather than their hands, when eating. Three-year-old children develop good self-care skills.
- The childminder works closely with parents to settle children in and find out about their individual care needs. She exchanges information through daily conversations and shares a photo booklet, which captures children's time with her, when they leave. However, the childminder does not exchange precise enough information with nursery staff, to fully complement children's learning as they move between settings.
- The childminder teaches children respectful and kind behaviours, such as sharing and taking turns. Children spend a lot of time out of the setting, such as at toddler groups, which builds on their social skills. However, children do not have enough opportunities to learn about difference and what makes them unique.
- The childminder accesses certain sources of information and training. However, this is not always reflected in her knowledge and practice.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the planning of challenging and enjoyable experiences across the areas of learning that take full account of all children's individual needs, interests and development	09/05/2024

use information from assessments of what children already know and can do, to better shape teaching and learning experiences for each child	09/05/2024
ensure that records are easily accessible and available for inspection.	09/05/2024

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

- extend information sharing with other settings, to promote greater continuity in children's learning
- develop opportunities for children to understand and appreciate diversity and what makes them unique
- review and reflect on the impact of training undertaken.

Setting details

Unique reference number	EY423164
Local authority	Barnsley
Inspection number	10335447
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	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Mapplewell, near Barnsley. The childminder has an assistant registered for emergency back-up care only. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 inspector observed the suitability and safety of the childminder's home and garden.
- The inspector held discussions with the childminder to understand how she organises her early years setting and implements the curriculum. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children and the childminder shared 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024