

# Childminder report

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Inspection date: 12 May 2025

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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

The childminder is warm and loving towards children, who are very settled, happy and at ease. Children, including some who have attended since they were babies, have strong attachments to the childminder, which helps them to flourish and feel safe and emotionally secure. They enjoy snuggling on her knee for a story and at nap time. The childminder uses continued professional development, for instance, to plan a rich and challenging curriculum for older children, which helps them to develop a wealth of knowledge and skills for their future learning. For example, they engage in intriguing experiments while learning about different aspects of the weather, as part of the childminder's monthly theme. Older children excitedly show and talk about the strawberry plants they are harvesting. Such activities help them to learn about the wonder of nature and the world around them.

Educational programmes for younger children are, overall, very effective. They are excelling in their communication skills and are very familiar with the childminder's calm, nurturing and consistent routines. They develop early independence while helping with tasks during their daily care. Younger children show confidence in their already well-developed physical skills while learning new skills, such as pedalling a small tricycle. The childminder is an excellent role model. This is reflected in children's positive behaviour and how they follow the childminder's simple expectations. Children have opportunities to mix with other children when attending community groups, such as those where they learn songs and rhymes.

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

- The childminder provides a range of accessible toys to promote children's learning. This includes role play resources that reflect children's home life and help them to develop early imagination skills. However, the childminder does not consistently take younger children's age, stage of development and interests into account to fully support them in their free play. Some children find activities, such as a science-based 'rainbow' activity, too difficult.
- The childminder shares children's development with parents, including through more formal progress meetings. She discusses how they can jointly support children's key next steps, such as learning to use the toilet. The childminder shares photos with parents, which capture children's learning first hand during activities. Older children delight in learning about how technology works as they help to take and send these.
- The childminder promotes children's speech development exceptionally well. She provides a constant narrative and provides alternative words to expand older children's vocabulary. The childminder supports children's bilingualism through using words and counting in other languages.
- Children love listening to familiar stories. The childminder reads these in an

animated and unhurried way. Children listen attentively as she introduces different voice tones to bring characters to life. The childminder skilfully adapts her questioning and the way in which she engages the children, in line with their stage of development.

- The childminder introduces effective routines that help to instil messages to children about practices that contribute to keeping them safe and healthy. For example, she explains the purpose of sun protection lotion and wearing sun hats and encourages children to stay in the shaded areas. The childminder reminds children to get a drink of water, flavoured with fresh watermelon, and she talks about the healthy items on children's plates at lunchtime.
- Children have many opportunities to develop important small-muscle strength and hand-eye coordination in readiness for early writing. For example, younger children operate buttons on simple technology toys and use large tongs. Older children use a variety of mark-making resources and confidently operate the water dispenser. The childminder helps younger children to reach this so that they can learn to use it independently.
- The childminder acknowledges children's achievements with ample praise, which helps children to develop high levels of self-esteem and confidence. Older children are proud to show the childminder how they can ride around on the balance bicycle.
- Older children learn mathematical concepts as they create patterns on a plate using confectionery. As they pour water over the colourful shells, children are mesmerised as the bright colours bleed and merge. The childminder uses this opportunity to develop children's creative skills by highlighting how the combination of certain primary colours makes other colours.
- The childminder plans activities that help children to learn about some aspects of difference, such as those focused around different families' special celebrations. However, there are fewer opportunities for children to observe and learn about the wider aspects of diversity.

## 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:**

- strengthen the planning of free-play activities and learning environment to fully reflect younger children's age, stage of development and interests
- broaden children's opportunities to learn about the diversity of the world in which they live.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY466385                                                                          |
| <b>Local authority</b>                             | Barnsley                                                                          |
| <b>Inspection number</b>                           | 10388778                                                                          |
| <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> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 29 July 2019                                                                      |

## Information about this early years setting

The childminder registered in 2013 and lives in Hoylandswaine, Sheffield. She operates Mondays, Tuesdays and Fridays, from 8am to 4.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers government funded childcare.

## Information about this inspection

**Inspector**  
Rachel Ayo

### Inspection activities

- The inspector observed the suitability and safety of the childminder's home and garden.
- The childminder discussed with the inspector how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education as children took part in daily routines and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection.
- The childminder shared a sample of relevant documents.

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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