

Childminder report

Inspection date: 28 June 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's enriching and stimulating environment. They show great enthusiasm for learning as soon as they arrive. The childminder provides motivating teaching opportunities which engage children for extended periods of time. For instance, children are keen to talk about their in-depth knowledge of their feelings in the 'The Colour Monster' story. They excitedly refer to photos from recent trips to relive past experiences and enrich their learning.

Children form extremely secure attachments with the childminder. Younger children feel confident to explore independently. For example, they excitedly explore the resources on offer, looking back for reassurance, which is generously supplied. They know that the childminder is close by to offer support and security. Children respond positively to the consistent praise and reassurance they receive. They make rapid progress in their excellent language skills. For example, older children enthusiastically take part in imaginative play as they shop with money, which supports their numeracy skills.

The childminder has high aspirations for all children. They are courteous of each other's space while playing, and share resources and experiences together. This provides opportunities for children to guide each other's learning with kindness and respect. For example, older children help younger children to recognise the colour red. Children take on the role of questioning each other, to develop their knowledge. They are able to work out small disagreements for themselves. Children recognise and value the differing needs of each other extremely well.

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

- Children develop excellent language and literacy skills. The childminder models language expertly. She extends what the children say by modelling back their words in longer sentences. Older children look through books, telling themselves the story with accuracy. During play, children recite lines from their familiar stories. For example, when playing with dough they say, 'That's the red colour bear!'. Children also develop excellent numeracy skills. They count out the bears and understand the quantity. They know when a number is more, when one more bear is added.
- The childminder establishes excellent partnerships with parents and communicates with them daily. She keeps them extremely well involved in and informed about their children's learning and achievements. The childminder routinely shares ideas to support parents to enjoy learning at home with their children. For example, she informs them about how to help children prepare for their move on to school. Parents' comments are exemplary. They comment on how the childminder is passionate about her work and that the children make

excellent progress, and are confident and self-assured.

- Children of all ages are developing a love of books. They choose stories to share with the childminder, and listen curiously as she reads a book. The childminder captures the interest of younger children very well. She points to different animals in the book and encourages them to find some similar animals from props available. The story props help to engage younger children's interest in stories, and they are beginning to understand that print has meaning.
- The childminder has worked with children for many years and demonstrates an impressive and extensive knowledge of child development. She is extremely dedicated to providing children with the very best care. The childminder frequently reflects on the practice of herself and her assistant. She broadens their knowledge through ongoing training. This has enabled her to develop different methods of delivering the curriculum when focusing on children learning outdoors. Children are making exceptional progress from their starting points.
- The childminder regularly evaluates children's progress. This enables her to form a well-ordered plan of rich learning experiences which are tailored to each child's needs. The childminder can promptly narrow any emerging gaps in children's development. This promotes the best possible learning outcomes for children.
- Children's health and well-being are supported tremendously well by the childminder. Children enjoy healthy nutritious snacks and meals. They are extremely excited and keen to tell visitors about the healthy snacks they enjoy. Children develop excellent levels of independence and follow detailed hygiene procedures and self-care from an early age. Children actively discuss the need to wash away the germs. They use words such as 'wash', 'soap' and 'dry' to describe what they are doing.
- The childminder gives children experiences that promote an understanding of people, families and communities beyond their own. For example, children learn about a variety of festivals and share traditions from other countries through stories, dressing up and food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent knowledge and understanding of their safeguarding responsibility. They regularly access safeguarding and child protection training to keep their very good knowledge updated. They understand their role to tackle extreme views and beliefs, and to identify signs of possible abuse and neglect. The childminder has a sound knowledge of the correct procedures in the local safeguarding partnership, to raise any concerns about a child's safety and welfare. She recognises the importance of completing daily safety checks of her home, garden and outings to help keep children safe.

Setting details

Unique reference number	2537542
Local authority	Rotherham
Inspection number	10215244
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	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Rotherham. She operates all year round from 7.45am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She is a qualified teacher and works with an assistant.

Information about this inspection

Inspector

Eileen Grimes

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of an activity with the childminder.
- Parents shared their views of the setting with the inspector through written feedback.
- 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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