

Childminder report

Inspection date: 29 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe through the warm and friendly relationships they have formed with the childminder. Children play confidently alongside her and are keen for her to share in their play. They enjoy the positive interactions with the childminder as they join in making food for the bird feeders. They excitedly add the various items and the childminder talks with them about the 'Great Bird Watch'. They count as they add food balls to the different feeders and skilfully put on the lids.

Children receive praise and encouragement for their achievements, promoting children's self-confidence effectively. The childminder has high expectations for every child, and their individual learning needs are met well. The childminder supports children to develop a healthy lifestyle. They enjoy regular visits to the local park, where they benefit from fresh air and exercise.

The childminder extends children's knowledge and understanding of healthy food choices as she engages them in conversations. During activities such as role play, children talk joyfully about the different vegetables they would like to grow. Children behave well and demonstrate good manners. They listen carefully and follow the childminder's instructions. They enthusiastically help to tidy away toys and resources before moving on to the next activity

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

- The childminder places great emphasis on children's literacy skills. Books are available in all areas and activities. The childminder regularly shares books and talks about the different things children can see. She has introduced a library system for parents to encourage reading at home.
- Children develop their language skills well. The childminder helps children to extend their speech. She provides a running commentary through their activities and repeats words back to them in the correct form. This sensitively allows children to gain confidence in familiar words. The childminder understands the link between the number of words children are exposed to and the connection with language development. With this in mind, she introduces new words and explains these in context.
- The childminder has good relationships with parents. She spends time getting to know children and their families before they start. This information supports her knowledge of children's starting points. The childminder uses this to develop the next steps in children's learning. Her effective communication with parents ensures they work together to support children's learning and development, such as potty training.
- Parents are extremely complimentary about the childminder. They comment that

they have the utmost trust in her. She keeps them very well informed and children come on in 'leaps and bounds'.

- The childminder reflects on her practice and continues to deepen her knowledge and skills. For example, she researches about current ideas in early education. However, she does not have a precise focus on her strengths and areas for further development, to drive improvement to the highest level.
- The childminder has a good understanding of child development, which she uses to provide children with an ambitious curriculum. She uses observations and assessments to plan for children's next stage of development. However, occasionally, the childminder does not always enhance children's thinking and reasoning skills to the highest level.
- The childminder supports children to develop the skills they need for the future. She encourages them to be as independent as possible and to learn to do things for themselves. The childminder encourages the children to make independent choices about where they play. Children are proficient at dressing and undressing themselves, including putting on wellington boots for outside play.
- Children have a good understanding of the world. The childminder plants and grows vegetables in the garden with children. This helps children to understand how things grow and where food comes from. She takes children to the local park to observe the different seasons, and talks to them about the changes in nature.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives a high priority to children's safety. She knows the possible indicators which suggest that a child could be at risk of abuse. The childminder has a good knowledge of the procedures to follow to keep children protected from harm. She is vigilant to signs that a child might be at risk to extreme ideas or behaviours. The childminder is aware of the relevant agencies to report her concerns to, to keep children safe. She cleans and checks all parts of her home to reduce the risk of cross-infection and minimise hazards.

What does the setting need to do to improve?

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

- build on ways to ask more purposeful questions to enhance children's thinking and reasoning skills
- develop self-reflection to precisely identify areas for improvement, to enhance practice to the highest level.

Setting details

Unique reference number	2539949
Local authority	Rotherham
Inspection number	10215331
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Brinsworth in Rotherham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- 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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