

Childminder report

Inspection date: 6 January 2023

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 feel safe and secure at this nurturing home-from-home setting. They have strong bonds with the childminder, who knows them well. Children's individual needs are well met and all children, including those with special educational needs and/or disabilities, make good progress. Children benefit from an exciting learning environment, where they access meaningful learning opportunities. They chat excitedly about the activities on offer throughout the day.

Children are motivated to learn. They enjoy listening to stories that are enthusiastically read by the childminder. Children hold meaningful conversations with friends as they discuss how the characters in the story may be feeling and make predictions as to what they think may happen next. Children sing familiar songs with the childminder. They giggle with delight as the childminder sings in different voices.

Children learn about taking risks and keeping themselves safe. They wash, cut and prepare their own snacks. Children are involved with assessing risks in the learning environment and are encouraged to think about making safe choices. They remind each other to 'be careful' when stepping over obstacles.

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

- The childminder finds out what children know and can already do before they start at the setting. She uses this information to provide a programme of activities that challenge and extend children's learning. For example, a vet role-play area has been added to the provision to support the children's growing interest in animal care. The children talk with the inspector about an owl that has injured its wing.
- The childminder has high expectations of all children and, as a result, children behave well. They listen to instruction and display respectful, caring behaviour towards adults and their peers. For example, children support each other to remember how to share resources and take turns. They are eager to help keep the learning environment safe by picking up resources from the floor when asked.
- Children are confident communicators. They chat with the childminder and the inspector about the process of making play dough and then its texture. The childminder supports children's language by introducing new vocabulary, such as 'knead'. She skilfully asks the children questions that extend and support their understanding. However, at times the childminder does not give children the time they need to think and respond to the questions asked.
- The childminder provides children with a healthy diet and a range of experiences that enable them to be physically active in their play, both indoors and outdoors.

For example, children visit local green spaces and forest school, where they engage in activities such as den building. Children independently wash their hands before preparing snack. They discuss their healthy lunch boxes and why it is important to brush their teeth after eating sugary foods.

- Children's confidence, resilience and independence are supported well. Children are motivated learners and have a can-do attitude. For example, when making play dough, they add different ingredients to the mix until they achieve the desired outcome. Children talk with each other about the texture being too 'sticky' and that they need to add more flour to the mix.
- The childminder values and promotes equality and diversity. Children frequently visit places in the local community, where they learn about and meet people who help them. For example, children visit local shops where they buy food and resources. They visit the library to research special festivals, such as Diwali, the Festival of Lights. This helps children to prepare for life in modern Britain.
- The childminder continually reflects on her own practice. She accesses regular training to ensure that teaching is of a good standard. She works in partnership with the local authority early years team and attends regular network meetings to ensure that mandatory training is kept up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that could indicate a child is at risk of harm. She keeps her knowledge up to date and has completed safeguarding training. The childminder has a good understanding of wider safeguarding issues and understands how to identify and report any concerns. The childminder completes risk assessments to ensure that the learning environment is safe and supports the children's growing understanding of how to keep themselves safe.

What does the setting need to do to improve?

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

- ensure that children's language and communication is supported by giving them adequate time to think and respond to any questions asked.

Setting details

Unique reference number	2599844
Local authority	Rotherham
Inspection number	10265230
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	0 to 8
Total number of places	9
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates term time only from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. Holiday care may be provided during school holidays if pre-arranged with the childminder. The childminder holds a relevant childcare qualification at level 4.

Information about this inspection

Inspector

Yvette Brown

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 provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A range of documentation, including records relating to children, safeguarding procedures and the written views of parents, was sampled.
- The childminder and the inspector completed a learning walk through areas of the home and garden being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.

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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