

Childminder report

Inspection date: 14 June 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 happy and safe in the childminder's homely environment. Children have close bonds with the childminder and good relationships with their peers. These supportive relationships ensure that children feel confident, secure and ready to learn and try new experiences.

Children make good progress in their learning from their initial starting points. In partnership with parents, the childminder finds out about what children can do when they first start in her care. This helps her to shape her curriculum and build on any prior learning and skills to provide good levels of challenge for children. Children persevere well when performing tasks, and the childminder actively encourages children to be increasingly more independent.

Children enjoy a range of activities that support their developing skills and widen their experiences. They go on regular outings and enjoy visiting the local library and being outdoors, where they learn more about the natural world. The childminder provides children with clear and consistent boundaries, which helps them to become familiar with expected behaviours. From a young age, children are encouraged and supported to share, take turns and be aware of the needs of others, as well as their own.

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

- The childminder has a good grasp of children's abilities and where they are in their learning journey. She weaves opportunities into the curriculum to allow children to practise and hone their skills. She understands where the focus needs to be next to help children deepen their knowledge and understanding.
- The childminder encourages children's communication and language and allows children time to share their views and answer questions without interruption. Children regularly talk through what they are doing and what they are going to do next, and they use language to question and describe their feelings. However, full consideration is not always given to how to encourage quieter children and those with a smaller vocabulary to further promote their communication and language.
- Children are actively encouraged to be independent learners and to develop good attitudes to learning. The childminder actively encourages children to have a go themselves before stepping in to help. This extends to daily routines, where they are encouraged to persevere to remove their lids from their yoghurts and to open their packets of food. This helps to refine their physical skills.
- The childminder ensures that all children are exposed to a range of new experiences, including visiting places of interest out in the local community and further afield. She takes account of the fact that not all children attend

everyday, and so she repeats activities and outings to ensure that all children have access to the same opportunities.

- Children are inquisitive learners and enjoy exploring how things work. They enjoy playing with the musical instruments, and they 'tap' the wooden blocks, 'crash' the symbols and 'shake' the maracas. Young children are learning that their actions effect change, and they get excited as the drum lights up as they bang it repeatedly, and it goes out when they stop.
- Children use positional language in their play, and they learn about shape and size. The childminder asks them challenging questions about whether they think the ball is too big or too small to fit through one of the rings. They give their opinion before testing it out themselves. They enjoy matching activities, where they learn how to colour match different blocks. They spend time exploring the different textures on the blocks and matching them to corresponding 'bumpy', 'soft' and 'smooth' textures on the board.
- The childminder is committed to updating her knowledge and skills to continuously develop her practice. She has completed various training courses and is careful that she chooses those most relevant to the children she cares for to ensure best effect.
- Parents speak highly of the childminder and how well their children are progressing. They welcome the detailed feedback they receive and the fact that she works closely in partnership with other settings their children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to report concerns about children's welfare. She is able to describe the signs and indicators that may point to a child being at risk of harm. She recognises the importance of making timely referrals to get children and families support. The childminder has clear procedures in place for her to follow if a safeguarding allegation is made against her or a member of the household. Risk assessments are effective in minimising risks to children. The childminder helps children to understand safe behaviours and to help to keep themselves safe, maintaining a good balance between allowing children to take risks as part of their development and keeping them safe.

What does the setting need to do to improve?

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

- consider how to consistently encourage quieter children and those with limited vocabulary to increase their vocabulary.

Setting details

Unique reference number	2656937
Local authority	Rotherham
Inspection number	10278361
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	30
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Rawmarsh, near Rotherham. She operates all year round, from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. She holds a degree in early years.

Information about this inspection

Inspector

Annette Stanger

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector talked to the children at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents and looked at written feedback to take account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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