

Childminder report

Inspection date:

27 November 2024

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 develop confidence and feel secure in the childminder's care. The clearly designed curriculum helps children to develop a range of skills. This provides them with a secure foundation on which their future learning is built upon. A positive approach to working in partnership with parents ensures that children's individual needs are met. It also ensures their learning is supported from their unique starting points.

The childminder effectively supports children's communication and language skills. For example, the childminder continually talks to children during their play and encourages them to hold simple conversations with her. When playing with musical instruments, the childminder says, 'what's that noise', encouraging children's listening skills. The childminder names each instrument as she gets them out of the box, introducing children to new vocabulary such as 'maracas'. Children begin recalling and ask 'what's that noise' when playing in other areas.

The childminder helps children to learn good health and hygiene routines from a young age. Children are encouraged to learn to wash their hands and to clean their teeth. Healthy meals, snacks and drinks of milk or water only are also provided to help support children's well-being. Children are encouraged to respect clear boundaries. Unwanted behaviour is discouraged and distraction techniques are used well to try and prevent escalation of poor behaviour.

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

- Children's ongoing progress is monitored by the childminder and shared with parents. The childminder promptly identifies possible gaps in children's development, enabling her to provide more focus and support in these areas. This helps to ensure every child achieves in all areas of learning.
- The childminder plans activities to support children's strength in their hands. For example, children are encouraged to use tweezers to pick up pom-poms of different colours and sizes. Children initially use two hands, but as the childminder models how to use the tweezers with one hand, they soon master this skill.
- When children begin to throw pom-poms, the childminder recognises this is another way they are learning. She supports this by moving the activity to the floor so that they can do this in a more controlled and safe manner. When the childminder says 'ready, steady', children reply 'go' as they throw and roll their pom-poms.
- The childminder skilfully models and repeats language as she talks to children about what they are doing. She values children's attempts at communication as she holds conversations with them. This helps children to develop confidence to

respond as they are supported to engage in two-way conversations.

- The childminder places a range of letters and numbers so that they are accessible in children's play. She does this to expose children to the written form of letters and numbers, helping them to become more familiar with them. However, when children pick the letters up, the language the childminder uses is too advanced for children's level of development.
- Outings are planned to local groups to broaden children's skills and knowledge. For example, music and movement groups support children's imagination. Children learn to follow instructions as they move to different styles of music. Rhyme and story times at the library supports children's interest in books and language development. Both activities also enable children to learn to socialise with a larger group of peers.
- The childminder introduces children to new experiences as she plans activities around yearly events. This helps to broaden children's knowledge.
- Children remain under the childminder's close supervision to keep them safe from harm. When playing outside, the childminder helps children to learn to safely navigate the steps to the raised decking area. She also helps children to learn about how to stay safe in the sun.
- Safety protocols are in place if children access any technology while in the childminder's care. However, the childminder has not considered how to routinely support children's awareness of safety when using technology.
- Cuddles and reassurance are offered by the childminder as she helps children to learn to manage their growing range of emotions. The childminder acts as a positive role model, encouraging and supporting the use of good manners and social skills.

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 children's literacy development through the use of age-appropriate activities that match individual children's development needs
- consider how to help children to gain an effective understanding of when they might be at risk and how to keep safe when using the internet and digital technology.

Setting details

Unique reference number	2689686
Local authority	Rotherham
Inspection number	10367469
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Rotherham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 2 childcare qualification. The setting offers government funded places for childcare.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminding provision with the inspector.

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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