

Childminder report

Inspection date:

2 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and smiling. There is no hesitation as they are handed over to the childminder. The childminder greets them warmly by name and with a smile. The bond between the children and the childminder is strong. Their relaxed interactions are lovely to observe and listen to. Children are provided with a well-thought-out learning environment. It is equipped with resources and activities that they find interesting. This is one way the childminder helps to ensure that children enjoy their learning as they play.

Children are good communicators. They maintain their focus as they become more involved in the activity they have joined. Children name the different animals and garden creatures they can identify. They use tools, such as shape cutters and patterned rolling pins. They show their confidence as they ask the childminder questions. For example, they ask if a snail goes fast or slow, and start a conversation about the habitat of worms. This shows that children are active and curious learners, who are interested in the world around them. Children recognise they have too much dough to manipulate. The childminder offers them ideas of how they can resolve their problem. Children take time to think, and then decide they need a rolling pin. The childminder talks to them about their good use of muscles as they roll and flatten the dough.

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

- The childminder is clear about what children can do before they start at her setting. She makes good use of the information parents provide, alongside her own assessments. This helps her to plan an effective learning programme.
- The childminder considers how she can support children's learning through their favourite activities. For example, when children run a café or shop, she asks questions about the colour and shape of food items. There are a selection of recipe books and books about healthy eating for children to explore. Children use a dial telephone to make a call their parents and to take orders. This helps to support children's imagination. Alongside this, children continue to develop their communication and literacy skills.
- Different learning opportunities are offered in each play area. For example, children have a whole area dedicated to role play. Older children can use a computer for homework. There is another area for focused activities. Children also enjoy quiet areas where they can relax after a busy day at school.
- The childminder talks to children about the dangers of social media and the internet. She has safeguards in place to make sure the system cuts off if an unsafe word is used. This helps to reduce the risk of children seeing unsavoury material. The childminder then checks the words used by the children and explains why the system cut off.

- Children learn about good hygiene practice through their general routine. Children wash their hands after toileting and before eating. They use tissues to wipe their nose and face, and dispose of them into a bin.
- Parents speak highly of the childminder, who has supported them through difficult times. She has worked with them on managing behaviour and has agreed and established familiar routines and boundaries.
- Children's emotional well-being is supported well. The childminder provides an area with an empathy toy called 'Marvin the Worry Monster' with whom children can privately share their thoughts and worries. Older children also write their thoughts down to share. This helps children feel safe and encourages them to share their feelings with those they trust.
- Children also have positive comments about the childminder. They explain how she cuddles them when they feel sad, helps with homework and teaches them to cook.
- The childminder completes the two-year-old progress check on time and appropriately, providing parents with a summary of their children's development to date.
- During the COVID-19 pandemic, the childminder continued to work closely with parents on their children's development, offering ideas of how they could support their children's development at home. Together, they shared information about new skills children were learning, helping to ensure that children continued to make good progress.
- The childminder makes good use of her teaching skills, such as using prompts, familiar songs and rhymes. She offers ideas of how to resolve a problem. However, she sometimes uses questions that do not challenge children enough, such as those that only need a 'yes' or 'no' answer. The childminder sometimes follows questions with a statement that provides the answer. This means children do not have time to think things through and to respond with their own answers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands the safeguarding procedures she must follow should she feel a child is at risk of neglect or abuse. The childminder is clear about the different roles and responsibilities of the local authority designated officer and the social care team. She understands the 'Prevent' duty and why it is in place. The childminder shows an awareness of other child protection issues, such as county lines, domestic violence and female genital mutilation. The childminder knows when she must notify Ofsted. The home is secure, and no-one can enter or leave without the childminder knowing.

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 help children to process their thoughts, test their knowledge and respond with their own answers to questions.

Setting details

Unique reference number	303026
Local authority	Rotherham
Inspection number	10117204
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	3 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 October 2015

Information about this early years setting

The childminder registered in 1996 and lives in Thorpe Hesley, Rotherham. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays, including Christmas and New Year. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- This is 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 inspector observed the quality of education and assessed the impact this has on children's learning and development.
- The childminder discussed her learning programme with the inspector and what she wants children to learn.
- The childminder discussed the intended outcome for children in a planned activity.
- The inspector looked at relevant documentation and evidence of the suitability of household members.
- The inspector spoke with children and parents and took account of their views.

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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