

Childminder report

Inspection date: 28 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder interacts lovingly with children, which helps them to feel happy, safe and secure. Children aged three years, attending since they were very young, show high levels of independence and confidence. The childminder encourages them to do many things for themselves, such as chopping and peeling fruit. The childminder delivers an overall effective and broad curriculum, including through providing outings. This helps children, including those in receipt of additional funding, to make very good progress. Children aged three years are already well prepared for school. They demonstrate excellent focus and engagement and a wonderful love of learning. They develop a wide range of knowledge and skills.

Children have secure emotional attachments to the childminder and thrive in her care. Younger children enjoy regular cuddles or sharing the childminder's knee while listening to a story together. Children aged three years are eager to share their achievements with the inspector, such as writing or tracing their names. They receive ample praise and encouragement from the childminder, which helps to foster their self-esteem. The childminder models and encourages children's important social skills. This is reflected in children's positive behaviour. Three-year-old children demonstrate good friendships while engaging in many activities together and sharing conversations. The childminder reminds younger children to be careful when vigorously shaking homemade instruments, to avoid accidentally hurting their friends.

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

- The childminder continually observes and assesses children's progress. She shares this information with parents, for instance, through progress reports, 'wow' moments and records of children's learning. However, she does not always identify and precisely plan for what she wants two-year-old children to learn next in their physical development.
- The childminder works closely with parents to help children to settle in, which helps to promote their emotional well-being. She gathers important information that helps her to meet children's individual needs, follow home routines and find out what children already know and can do. The childminder shares ample activity ideas to help parents to prepare their children for moving on to school.
- The childminder encourages younger children to learn new skills that help them to develop independence. For example, she reminds two-year-old children to put their hoods on first, before placing their arms in the sleeves. Children beam with pride as they receive high levels of praise from the childminder when they successfully put on their coats.
- The childminder builds on children's learning and enjoyment as she enthusiastically interacts with them. She enhances three-year-old children's play,

for example, by introducing long strips of felt when they adapt the home corner role-play area into a restaurant.

- Children show impressive scissor skills, concentration and perseverance as they cut felt material. They spontaneously use mathematical language while explaining that they are making 'short spaghetti'. The childminder builds on children's early writing skills as she encourages them to take her food order, for example.
- The childminder supports children's early communication skills in many effective ways. For example, she sings with children, reads stories in an engaging way and provides a commentary during activities. However, she does not always give children time to think and respond to open questions, or model words correctly, including those which children mispronounce.
- The childminder extends children's learning, for example, as they take part in sensory play and craft activities linked to stories. For example, she asks three-year-old children if they can remember which of the little pig's houses was the strongest. The childminder encourages children to think about how they might be able to make their models more secure when they fail to remain intact.
- Children have varied opportunities to practise and develop their large physical skills. For example, toddlers use sit-and-ride toys and two-year-old children push themselves along while manoeuvring the scooter. Three-year-old children hold out their arms to carefully balance, while walking on the squiggly line. All age groups of children love joining in with action songs.
- The childminder introduces discussions during mealtime routines and hygiene routines that help children to develop an early awareness of practices that contribute to a healthy lifestyle.
- The childminder distributes questionnaires to parents to help evaluate and improve the quality of the service she and her co-childminder provide. However, she does not reflect on her individual practice, in order to identify professional development that will strengthen her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues, including who to contact in the event of a child protection concern. She supervises children closely to minimise accidents and help children to stay safe. The premises are secure and access is stringently monitored by the childminder to prevent unauthorised individuals from entering. For example, visitors and parents gain access via the closed-circuit television doorbell system. The childminder helps children to learn about keeping themselves safe. For example, she explains why she is sweeping up the pasta and why children need to pick up resources that fall on the floor.

What does the setting need to do to improve?

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

- identify and plan for children's next steps in their physical development even more precisely
- strengthen the quality of interactions to support children's communication and language skills to the highest level
- build on the systems for reflecting on practice and identifying professional development that will help to raise the quality of education.

Setting details

Unique reference number	303076
Local authority	Rotherham
Inspection number	10308063
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 1998 and lives in the Anston area of Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with another childminder and has an assistant registered for emergency back-up care only. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the areas of the premises used for childcare purposes and the care routines and activities taking place.
- The inspector held discussions with the childminder to understand how she organises her early years setting and the curriculum. She observed the quality of education during activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from parents, including responses from questionnaires.
- The childminder shared relevant documents, including evidence of first-aid training.

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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