

Childminder report

Inspection date: 2 February 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

Children independently and confidently explore in a safe and nurturing environment. Their behaviour is positive. Children demonstrate a good attitude to experiences. They say 'please' and 'thank you', and wait patiently for their turn. Children's understanding and learning is developed in a wide range of ways. For example, the childminder uses skilful questioning, such as by using open questions to encourage children's critical thinking, curiosity and recall. Children recall what their grandparents' favourite colours are. When they talk about colours, they talk about what colour they get when they mix blue and yellow together.

Children develop their small-muscle skills. They make marks on paper with guidance from the childminder if needed. Children use different-sized brushes, paint rollers and sponges to make pictures. They show their good hand-to-eye coordination as they thread a selection of large and small wooden beads. Children have opportunities for physical play in the setting and local park. They learn how to cross the road safely and to manage risk as they use balancing beams and large play equipment. Children learn about healthy eating, such as when they help to prepare meals and snacks. The taste fruit when they make 'rainbow jars'. Children are introduced to new language when they explore the taste and texture of different fruits, such as 'squidgy', 'sweet' and 'rough'.

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

- The childminder has built warm and trusting relationships with children. She offers good support to children and helps them to build on their existing skills and develop new ones. Children make good progress from their starting points in learning.
- Children confidently talk about their favourite book and their visits to the library. They recall their favourite books, such as 'the Gruffalo', who eats a mouse and 'The Tiger Who Came to Tea'. Children remember and talk about the jigsaws that they completed at home, which linked to the story.
- The childminder asks good questions during adult-led play that encourage children to think and talk about different fruits. She asks children about colours, taste and to explain how the fruit grows. The childminder adapts activities for individual children's needs. For instance, she provides younger children with easy-grip scissors, instead of children's cutlery to chop the fruit up. However, at times, the childminder does not extend children's mathematical learning, such as by counting.
- The childminder promotes healthy eating. Children have freshly cooked meals with fruit and vegetables and are involved in the preparation and cooking. They talk about what new food tastes like and learn new words, such as 'mango', as they do so.

- The childminder supports children's learning well and has a very good understanding of all children's needs. She builds on children's existing knowledge and follows their individual interests, building on what they already know and what they need to learn next.
- The childminder completes assessments in a timely manner, such as when children start with her and by completing the progress check for children aged between two and three years. She works collaboratively with parents to help them to extend their children's learning at home. The childminder has a good understanding of where children are in their learning so she can plan effectively for their future success.
- The childminder has good knowledge and understanding of age-appropriate children's development. This helps her to identify children with special educational needs and/or disabilities (SEND) early, which results in appropriate early referrals for support. However, the childminder's knowledge on external intervention and partner agencies that could support children and their families further is limited.
- Parents report that communication sharing is excellent. The childminder shares information about children's progress, their day and how to continue their learning at home. She also shares information about how to keep their children safe, including online safety.
- The childminder places a good focus on professional development. For example, she has recognised the importance of children's communication and language skills following the COVID-19 pandemic. The childminder is currently developing her knowledge through a regional strategy, delivered by the local authority, to support practitioners in developing children's early speech, language, communication and literacy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She has robust processes in place for the collection of children if a nominated individual cannot collect them. The childminder monitors the attendance register for frequent and recurring absences on specific days, and the injury log for anything that may be a concern. The childminder knows how to recognise the possible signs and symptoms of abuse and neglect. She knows how to recognise safeguarding issues, such as female genital mutilation and extreme behaviours and views.

What does the setting need to do to improve?

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

- extend children's understanding of mathematical concepts, such as by embedding early number work and number recognition

- develop knowledge of partner agencies and early intervention to further support children with SEND and their families.

Setting details

Unique reference number	303128
Local authority	Rotherham
Inspection number	10264541
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 1989 and lives in a suburb of Rotherham. She operates all year round, from Monday to Friday, 7am to 6.30pm, except for bank holidays and family holidays. The childminder holds a qualification in childcare and education at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

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 setting.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting 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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