

Childminder report

Inspection date:

6 November 2019

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

Good

What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the childminder. They get deeply involved in their learning and delight in exploring a wide range of art materials. The childminder makes excellent use of outings into the local community to help children learn to carefully observe the world around them.

Children make excellent progress in many aspects of their learning and are well prepared for starting school and nursery. The childminder is very experienced and has high expectations of what children can learn. Older children form the letters of their name clearly, and they quickly recognise how many spots there are when they roll a dice. The childminder uses a variety of strategies to successfully support children to experiment as they play. Very occasionally, the childminder's comments are not finely tuned to complement children's thinking.

Children are very confident. They have secure attachments with the childminder that help them feel safe. Children behave well. They listen to instructions and understand simple routines. Older children tell the childminder when they need to wash their hands and ask for fruit when they are hungry. The childminder works closely with parents to make sure children have a balanced diet across the different meals in the day.

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

- Children benefit from a wide range of different experiences with the childminder. She teaches them to look carefully at the interesting shapes and changing colours they see in the local woodlands. They visit the local police, fire station and doctor's surgery to gather information and meet different people in the community. Children enjoy growing and picking fruits and vegetables in the childminder's garden.
- The childminder knows children well. She observes them carefully as they play to find out what they can do. She regularly checks their development to identify what they need to learn next. The childminder works closely with parents to discuss what they would like children to be learning. For example, she reassures them that children are developing the skills they need to be able to write their names confidently.
- Children get engrossed in exploring the different effects they can make using interesting art materials. They experiment with using pastels on dark coloured paper to make firework patterns. The childminder shows them how to blend two colours together to make a new colour. She gives children time to discover for themselves how to rub the pastels across the paper to make a block of different colours.
- The childminder has an excellent understanding, overall, of how children learn

and develop. She carefully plans resources to help children practise and build their skills over time. Children have lots of opportunities to refine the movements they make as they draw and learn to use scissors. The childminder helps children explore shapes, quantities and number through their play.

- Older children's development is supported by the childminder's very close links to the local nursery and school. The childminder shares detailed information and resources with teachers so children's learning in both settings is clearly connected. She extends the topics children learn about in school and finds out how best to support their early literacy skills.
- The childminder provides good support for children's language development. She talks to children about what they are doing and introduces lots of new words and ideas. In the main, the childminder gives children time to have their own ideas. On a very few occasions, the childminder's comments are not highly effective at encouraging children to explain their ideas.
- Children learn about different cultures beyond their own community. The childminder knows families well and helps children value how they are individuals. She introduces children to different musical instruments from around the world.
- The childminder makes excellent use of a range of different professional development opportunities to strengthen her practice continually. She researches new ideas, shares practice with teachers at school and attends training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise if a child is at risk of harm. She uses training to strengthen her knowledge and attends forums with the local authority to keep herself up to date. The childminder is very experienced and has a clear understanding of the procedures she would follow if she had concerns about a child. She has restrictions in place on the electronic devices children have access to. These ensure children cannot access inappropriate material on the internet.

What does the setting need to do to improve?

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

- consider carefully how questions and comments can be used even more effectively to encourage children to explain their thinking.

Setting details

Unique reference number	303178
Local authority	Rotherham
Inspection number	10072781
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 14
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 1988 and lives in Wath-upon-Dearne, Rotherham. She operates all year round, Monday to Sunday from 8am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Alison Byers

Inspection activities

- The childminder discussed with the inspector how she organises her environment and how she decides what the children need to learn next.
- An observation of an activity was completed by the inspector and evaluated with the childminder.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living and working on the premises. She also discussed the childminder's safeguarding procedures.
- Parents provided written feedback about the service the childminder provides. The inspector took their views into account. She spoke to children during the inspection.
- The inspector observed daily routines and viewed the areas of the premises used for childminding.

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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