

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder organises her resources imaginatively and in a way that sparks the children's curiosity and encourages their independent learning. The mud kitchen is constructed at various heights to allow children of all ages to participate. Children have their own herb garden, which they use in their mud creations, making it an all-round sensory experience. They smell the ingredients and explore the consistency of mud and how it changes when they add water. Children construct houses from a variety of materials and talk about the properties of bamboo, twigs, bricks and straw. They retell stories, telling the childminder, 'You can't blow my house down, it's strong, it's made of bricks!'

Children's behaviour is exemplary. Strategies used are well considered to suit the individual child, taking into account their differing levels of understanding. Older children are encouraged to resolve their own disputes and they do so effectively. For example, they talk about how they can better involve younger children in their play so everyone is included.

The childminder encourages children to take risks and manage safe choices. Children confidently move around the setting and develop their own ideas. They are consulted on decisions about the setting and their ideas are implemented, valuing their input. This considered approach leads to well-established, secure relationships and confident children who are ready and eager to learn.

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

- The childminder has high expectations for every child and is highly skilled, with a wealth of experience. She provides excellent individualised support for each child, and her interactions with children demonstrate her in-depth knowledge of their capabilities.
- Children arrive keen and eager to learn. They are full of enthusiasm as they talk about what they are doing and what they plan to do next. The childminder is quick to identify any gaps in learning through robust tracking arrangements, and act promptly on this information. As a result, all children make rapid progress given their starting points.
- Young children actively explore the environment and listen to the different sounds around them. For example, they stop to listen to wind chimes as they blow in the wind, and wait excitedly for them to chime again. Outdoors, a large mounted chalkboard, clipboards, notepads and a range of different writing materials are prominently positioned to enable children to access them easily. This helps to encourage children to write for a variety of purposes in their play. For example, they draw pictures and write letters and post them home. They take their creations to the post office, and the childminder talks to them about

the letter's journey and how it will reach their home.

- Children are very familiar with the routines of the day. They show great kindness and consideration for others, as they help one another with their coats. From a very young age, children are encouraged to try to manage the fastenings on their clothes and put on their shoes. They take part in self-registration, finding their name tag and hanging it from the 'registration tree', learning to recognise letter sounds.
- Partnerships with local schools and other settings children attend are very well established and are highly successful in aiding transitions. The different settings share their individual planning and talk about areas of particular focus where children may need additional support, developing a consistent approach. This ensures that teaching is highly responsive to supporting children's individual needs and encourages their development.
- The childminder views high-quality provision as a 'moving target' and she keeps her early years knowledge current by attending various relevant training courses. She is proactive and works effectively with other early years providers around the country. For example, she visits other outstanding settings to share and seek fresh ideas to continuously improve her practice to the benefit of the children.
- The childminder has a rigorous and inclusive approach to self-evaluation. She continuously reflects on all aspects of her service and involves children and parents in this process. For example, children are given digital cameras and photograph their favourite resources and things they have particularly enjoyed. These images are then shared with parents and generate further discussion about how they can build on these experiences both at home and in the setting. The childminder's high expectations and uncompromising commitment to continuous improvement help her to drive the setting from strength to strength.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is at the forefront of the childminder's practice and she attends regular training to keep herself updated. She has clear procedures in place and takes prompt and effective action to follow up any concerns in order to safeguard the children in her care. Safe recruitment procedures are in place. The childminder ensures that students have had the appropriate checks to determine their suitability to work with children. She also ensures that they understand the safeguarding procedures and are confident to implement them should they have concerns. Young children are also encouraged to learn about risk. For instance, they learn about the safest way to go up and down the large outdoor steps.

Setting details

Unique reference number	303197
Local authority	Rotherham
Inspection number	10117209
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 1998 and lives in Rotherham. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the children and asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector spoke to the student, who works with the childminder, about her induction to the setting.
- The inspector took account of the written feedback from parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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