

Childminder report

Inspection date:

27 September 2023

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

Met

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They are delighted when the childminder and her assistant join in with their play. Children are comforted by their reassuring praise and guidance. The childminder has high expectations for children and supports their development well overall. Children are well behaved and learn to listen and try hard. For example, babies learn to reach out for the childminder as they become increasingly confident in their balance and to pull themselves up to a standing position. The childminder makes sure that children are well prepared for the next stage in their development. She works closely with other settings that children attend, to further support their progress.

Children learn to be curious and to care about the world around them. For instance, they help to feed the chickens in the childminder's garden and collect their eggs. Children develop a positive appreciation of a healthy and safe lifestyle. For example, they benefit from the childminder's nutritious snacks and meals. Children also have opportunities for physical activity in her garden and on regular visits and walks. Parents strongly appreciate the care, support and guidance that they receive from the highly experienced childminder.

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

- The childminder is ambitious to help children make a very positive start to their education. She draws on her experience as teacher, childminder and foster parent to children with special educational needs and/or disabilities to develop her curriculum. However, the childminder has not fully established procedures to monitor and develop the work of her assistant to ensure the highest quality of practice in her setting.
- The childminder and her assistant promote children's communication and language skills well. They use a wide range of strategies to introduce children to new words and phrases. For example, the childminder and her assistant make good use of pictures of different activities and sign language to help children at an early stage of language development to understand and remember useful keywords and to make choices.
- The childminder supports children's enjoyment of books and stories. She helps children to explore the world and develop their language skills through rhymes, songs and books. For example, babies learn about peaceful sleep as they lift the flaps and listen to the rhymes in the story of 'Rabbit's Nap'. The childminder provides a wide range of books to introduce children to more complex stories and helps them understand the many uses of pictures and the written word.
- The childminder identifies any gaps in children's learning and development at an early stage. She makes thorough use of information from parents to plan activities that interest children and to help them to make strong progress. The

childminder works closely with parents and other professionals, such as medical and educational practitioners. This helps her to provide well-matched activities to support children's care and learning.

- The childminder supports children's physical development well. She provides many opportunities for children to develop their muscle control. For example, children learn to hold shakers and drumsticks as they sing along with the childminder. They use different thicknesses of brushes and pens in their creative work. This supports the development of children's later writing skills.
- The childminder and her assistant encourage children to behave well and act considerately towards others. They are warm and positive role models. The childminder and her assistant praise children and encourage them to use good manners in all they do. The childminder works with parents to safely introduce weaning babies to new eating experiences and to support children who are toilet training.
- Parents strongly recommend the childminder. They know that their children are happy and making good progress. Parents welcome the frequent detailed information which the childminder shares with them about their children's development and regular activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their safeguarding knowledge up to date through regular training and reviewing national and local guidance. They know the signs that a child may be at risk of possible harm from abuse or neglect. The childminder and her assistant understand the possible indicators that a child or family may be at risk from extremist behaviour. They know what to do and who to contact if they have a concern about a child's welfare or safety.

What does the setting need to do to improve?

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

- strengthen monitoring and support for the assistant to raise the good quality of the setting to an even higher level.

Setting details

Unique reference number	501545
Local authority	Rotherham
Inspection number	10301343
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	0 to 12
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 January 2018

Information about this early years setting

The childminder registered in 1998 and lives in the Maltby area of Rotherham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers overnight care. She is a qualified teacher. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

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 inspector observed children during activities to assess the impact on their learning and development.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector documents relevant to her practice.
- The inspector spoke to parents to gather their views about the childminder's service.

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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