

Childminder report

Inspection date: 26 October 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 experienced childminder works closely with parents to help children to become familiar with her home and routines when they first start. Children settle very well and form strong attachments to the childminder and each other. The children rise to the childminder's high expectations. They make good progress from their individual starting points. They enjoy the many planned opportunities to progressively build their skills and knowledge. For example, children develop hand and muscle control as they thread increasingly small cubes, beads and hoops onto thick and thin skewers to decorate their pumpkins.

Children are secure and confident in the childminder's warm care. They learn to be well behaved and sociable. For instance, the children follow the childminder's good example and learn to regularly say 'please' and 'thank you' as they choose their toys or snacks. Children are safe and increasingly independent. They learn to be self-aware and to take care of themselves. For example, they develop a good understanding of the importance of washing their hands before eating and after using the toilet to prevent the spread of germs. Parents strongly appreciate the care, support and guidance that the childminder offers for all areas of their children's development.

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

- The childminder promotes children's communication and language skills well, overall. She introduces children to new vocabulary through songs and stories. The childminder joins in their conversations and helps children to pronounce words correctly, for example, by repeating them in new sentences. However, she does not consistently take opportunities that present themselves to further extend children's language skills and introduce them to a more exciting vocabulary.
- The childminder helps children to behave well, and she strongly supports their personal development. Children learn to share their toys and show kindness and consideration to others. The childminder supports children to take their turn, for example, as they play animal matching card games, and to very efficiently tidy away as they finish their tasks.
- The childminder positively encourages children's love of books. She introduces them to storytelling through action songs and nursery rhymes. She carefully chooses books that stimulate children's interests and she encourages them to select their own books from her autumnal displays and well-resourced bookshelves. For example, children learn about different emotions through experiencing books such as 'Owl Babies', or about friendship and caring for others through 'Room on the Broom'.
- Children's mathematical skills are well supported. Children are encouraged to

develop their counting skills as they play. For instance, they count the number of blocks and beads as they thread them. They learn to recognise patterns of coloured blocks in a row and match them. The childminder encourages children to recognise the different shapes and sizes of the leaves, conkers and other objects they collect on their autumn walks.

- Children's physical development is supported well. The childminder encourages children to regularly dance as they listen to music and accompany songs by shaking and rattling different musical instruments. She encourages them to stretch and reach further as they move. She takes children on frequent walks and visits to parks, playgroups and soft-play activities to provide further opportunities for physical activity.
- The childminder is passionate about her role and regularly reflects on her practice. She works closely with other childminders to share ideas for further developing their practice. She makes good use of research and national and local authority early years guidance to plan for children's learning and consider their progress. The childminder works closely with other settings that children attend to support children's development.
- Parents strongly recommend the childminder. They welcome the very regular information that the childminder shares with them about their children's daily activities and ongoing progress. They particularly comment on the good support for children's developing independence, social skills and good behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of how to keep children safe from harm in many different circumstances. She knows how to identify potential signs that a child is at risk of abuse or neglect. The childminder knows how to record concerns and who to report them to, including any allegations made against her. She makes good use of a range of training opportunities, guidance from the local authority, and discussions with other childminders. The childminder ensures that children play in a safe, clean and secure environment, indoors and outside, and helps them to look after themselves.

What does the setting need to do to improve?

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

- focus professional development on ensuring that all opportunities are taken to further enrich and extend children's vocabulary and language development.

Setting details

Unique reference number	EY104306
Local authority	Rotherham
Inspection number	10301292
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 January 2018

Information about this early years setting

The childminder registered in 2003 and lives in Anston, Sheffield. She operates her service all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

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

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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