

Childminder report

Inspection date: 12 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children, many of whom have been attending since they were babies and are not yet three, are happy and very settled. They spontaneously approach the loving childminder for cuddles, demonstrating how emotionally safe and secure they feel. Children make very good progress from their starting points on entry, including those in receipt of additional funding.

Children take part in an overall good range of activities and experiences. They are developing important skills, in readiness for future learning. They show an eagerness to carry out activities for themselves, such as preparing a snack and a drink and learning to wash their hands. Children peer in the mirror as they clean their face after eating. They display positive behaviour and are very sociable, as they actively engage the childminder. Children confidently use familiar items, such as a magnifying glass, to observe intricate shiny jewels on the trinket box. The childminder introduces new vocabulary to children as she describes these.

Children become excited when a parcel is delivered. The childminder makes good use of such spontaneous opportunities. For example, she talks about this being 'heavy', but 'soft and squidgy'. As children eagerly help the childminder to open the parcel, she encourages them to feel the soft texture of the new cushions. The childminder explains how these are made from velvet.

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

- The childminder continually observes children to assess their progress and plan key next steps in their learning, which she shares with parents. As part of this, the childminder shares links relating to local authority initiatives that support children's communication skills. She makes further suggestions, such as reading stories, singing, visiting the library, and limiting distractions from background noise, like the radio.
- The childminder expands children's learning and socialisation through a wealth of outings. For example, children attend local events, a toddler group and a childminding network play and support group, both of which the childminder runs. Visitors to the groups, such as a mobile zoo and dental nurse, enrich children's experiences.
- Children have excellent opportunities to develop small-muscle strength. For example, they spread butter on bread and use the hand juicer to squeeze fruit. Children show great focus as they use both hands to apply more pressure to extract the remaining juice out of the orange. They skilfully pour this into a small glass.
- Children generally engage well with certain resources based on their interests, such as animals. However, the childminder does not optimise the learning

environment to help children initiate their own play and make greater choices. As part of this, she is sometimes quick to tidy away resources that children have not yet finished playing with or may wish to revisit.

- The childminder expands on children's learning as, for instance, they use a magnifying glass. She highlights how the small trinket box is now a big trinket box.
- The childminder supports children's language skills effectively. For example, she provides a narrative during daily care routines and gives clear explanations. The childminder talks about what the inside of the orange feels like and what sound it makes as they squeeze it. She introduces words such as recycle as she suggests putting the peel in the garden for the birds. Children spontaneously sing familiar songs and confidently express their needs.
- Children have some opportunities to learn about difference, such as at toddler groups. However, there are fewer age-appropriate opportunities in the childminder's home.
- The childminder helps to instil messages in children about living a healthy lifestyle. She involves parents by providing information about the importance of healthy eating, exercise and good oral health, starting with the care of baby teeth. Children brush their teeth with the childminder.
- The childminder targets continued professional development to improve her practice. For example, she has completed training to support boys' early reading and writing skills through their interests and preferred learning styles. The childminder has imminent plans to complete training linked to local authority initiatives that support children's communication skills.
- The childminder encourages parents to complete well-targeted questionnaires, to help inform her service. These are highly complimentary.
- The childminder has failed to notify Ofsted of a significant event relating to a household member. However, this has no impact on children's welfare, as it has no bearing on the suitability of any individual.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes effective risk assessments to minimise hazards to children. She updates her safeguarding training and has a good knowledge of possible indicators of abuse. The childminder understands how to report any concerns of a child protection nature, to protect children from harm. She helps children to learn about dangers and keeping themselves safe. For example, the paving stone that children have to step on in order to access the bottom section of the garden is loose. Consequently, the childminder explains to children why they cannot play in that area. She also explains to children how she needs to help them cut the large orange, because the knife is sharp.

What does the setting need to do to improve?

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

- strengthen the planning of the environment to better support children's independent play, all-round learning and ability to make greater choices
- provide children with a broader range of opportunities that help them to develop an understanding and appreciation of diversity and what makes them unique.

Setting details

Unique reference number	EY270048
Local authority	Rotherham
Inspection number	10234746
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2003 and lives in Rotherham. She operates all year round, from 7.30am to 5.30pm, 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
Rachel Ayo

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 areas used for childcare purposes, care routines and the activities taking place indoors and outdoors.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how they organise the early years provision and curriculum. The childminder also shared photographic evidence of her curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector viewed written feedback from parents.
- The inspector looked at relevant documents, including evidence of first-aid training and the suitability of persons living in the household.

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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