

Childminder report

Inspection date: 28 June 2022

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

Children develop secure relationships with the childminder, who is caring, friendly and nurturing. They make independent choices about what they want to do and confidently explore the environment. Children are friendly, use good manners and behave well. The childminder is a positive role model and her expectations for every child's behaviour are high. During activities, such as creative activities, she engages in children's play to model positive behaviour. As a result, children learn how to share, take turns and cooperate during their play.

Children develop good speaking skills. They talk confidently about their experiences, including a recent visit to the library for a singing activity. Children enthusiastically tell the childminder what they sang and who was there. The childminder listens with interest and values what they have to say.

Children demonstrate a positive attitude to learning. They successfully develop the skills for the next stage in their development. For example, children make independent choices in their play, have excellent communication and language skills, count and use numbers during their everyday play. They show good levels of determination and perseverance. For example, when faced with challenging activities, such as making kites, children persist until they achieve their goal.

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

- Partnerships with parents are very good. From the initial visit, the childminder ensures that parents feel informed and involved in her setting. She gathers a wealth of information to enable her to provide for children's interests and progress. The childminder shares information with parents through messages on a daily basis to ensure they are kept informed of every aspect of their child's day and progress. Parents speak highly of the childminder. The comment that she keeps them well informed about every aspect of their child's care and education.
- The childminder thinks about her teaching and the impact this has on children's development. She evaluates the activities she provides. The childminder has undertaken recent training to keep her up to date with current practice. However, she does not, in general, pursue her own professional development fully to enhance her teaching skills to the highest level.
- Overall, children make good progress. The childminder assesses children's learning effectively. She carries out regular observations and uses these to plan for children's next steps. Any gaps in learning are identified quickly and support is given to the individual child.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, children learn the importance of handwashing before meals and after using the toilet. The childminder teaches children about

healthy and unhealthy food choices, and they learn why they need to brush their teeth frequently.

- Children are starting to use early mathematics in their play. For example, they take care and focus as they skilfully complete a board game, counting the dots on the dice and moving counters along the board. The childminder introduces concepts of up and down to increase their knowledge. However, occasionally, she does not give the children enough opportunities to make predictions and to think about and solve problems in their own way.
- The childminder supports children's early writing well. For instance, children enjoy making lines, marks and patterns. They choose from a range of tools, such as chalk, pens and paints. The childminder has high expectations and ensures that children learn the correct letter formation when beginning to write their names.
- Children have lots of opportunities to enjoy fresh air and exercise outdoors. They benefit from regular trips that teach them about the local environment and wider community. The childminder describes how older children enjoy climbing and balancing on the large apparatus in the nearby park. She explains how this helps them to manage risks and learn about safety.
- The childminder is a positive role model for children. She instils positive values and behaviours. Therefore, children show kindness and consideration for others. The childminder continually fosters children's confidence and self-esteem through her kind and gentle manner and positive interaction as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safeguarding a strong focus. She attends regular training and fully understands how to identify the signs that a child's welfare may be at risk. The childminder confidently knows how to report on any concerns. She has the contact numbers for the local services to enable her to seek advice and support if needed. The childminder understands wider safeguarding issues, such as county lines, extreme views and behaviours. She works hard to ensure the environment is safe, and supervises children closely in her home and on outings, to help minimise the risk of accidents.

What does the setting need to do to improve?

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

- build on professional development to help raise the standards of teaching to the highest level
- extend opportunities for children to make predictions and solve problems for themselves, to increase the potential for each child to achieve at the highest possible level.

Setting details

Unique reference number	EY282677
Local authority	Rotherham
Inspection number	10073371
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	1 to 5
Total number of places	12
Number of children on roll	7
Date of previous inspection	25 July 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Herringthorpe area of Rotherham. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the setting.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- The inspector took account of parents' views through verbal comments and written feedback.

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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