

Childminder report

Inspection date: 26 July 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 have fun at the childminder's home. They are settled, secure and behave well. Children form firm friendships with each other and have strong bonds with the childminder. Children of all ages chat together and discuss what they are doing. The childminder talks with children about their experiences, such as when they share daily walks together. This helps them to remember and understand what they saw and did on these regular outings to the woods, to the park and to feed the ducks.

Children learn to concentrate, take turns and follow rules while they play games cooperatively, such as picture dominoes. The childminder encourages younger children to make the sounds of farm animals pictured on the large cards. Older children help to solve problems. For instance, children work out how many dominoes each player will have. They confidently count the spots, up to 10, to work out who comes next after the winner. Children are excited to join in and eagerly ask to play another game. They choose jigsaws to complete independently, asking the childminder or each other for help when they need it. This helps them to build on their fine-motor skills. They carefully put their completed jigsaws away to make sure that the pieces do not get lost.

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

- The experienced childminder shows commitment and a great enjoyment in her role. However, although she completes mandatory training, she has not yet identified a precise professional development programme to target further improvements to the quality of education.
- The childminder knows children well, overall. She varies her teaching to meet the age and stage of development of the children attending. This includes skilfully asking questions to encourage children to think and answer. However, on occasion, the childminder does not challenge children to extend their learning even further.
- Parents collaborate with the childminder to support their children. For example, they work together on toilet training and encourage children to try out different foods. Parents are satisfied with the care which the childminder gives to their children.
- Children learn to take responsibility for routine tasks and become independent in their self-care, in a way which is appropriate for their age. For instance, they wash their hands carefully before eating. Children help themselves to a drink from their water bottles when they are thirsty. Older children put on and take off their own shoes and jackets. This helps them to develop some of the basic skills which they will need for their future learning.
- The calm, kind childminder is a positive role model for children. She teaches

them to use good manners. Children say 'please' and 'thank you' spontaneously. The childminder reminds children to be kind to each other. Children show that they understand what is expected of them. They have a positive attitude towards activities and their learning.

- Children delight in listening to the childminder read their favourite books to them. They sit together companionably on the sofa while the childminder animatedly tells them a story. Children join in with familiar refrains. This helps to support the development of their communication and language and early literacy skills. The childminder sings songs and nursery rhymes with children throughout the day.
- The childminder weaves mathematical language, including words for counting, shape, size and measure, into activities, such as baking. Children practise their counting and solve simple problems with numbers during routines. This supports the good development of their early mathematical skills.
- Children enjoy frequent visits to their local community to find out about the wider world and socialise with others. They develop good physical skills and get plenty of fresh air. For instance, children benefit from long walks and are confident to climb equipment in the local park.
- The childminder shares some information with other settings that children in her care attend. This supports children's well-being. However, she does not yet consistently exchange knowledge about children's experiences and development with other providers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify any concerns about children's welfare and understands what actions to take in response. She ensures that she keeps up to date with a wide range of safeguarding issues and local procedures. For instance, the childminder regularly completes training and takes account of local partnership briefings. She carries out ongoing risk assessments to minimise any hazards at home and on outings. Children willingly tidy away toys and equipment to help avoid any trips or falls. They learn to keep themselves and others safe from harm. For example, children follow simple rules to play on the higher level of garden safely, with supervision from the childminder.

What does the setting need to do to improve?

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

- use knowledge of children's interests and stage of development to extend their learning even further during activities
- identify professional development opportunities to strengthen existing knowledge and enrich the quality of education for all children

- strengthen partnerships with other settings which children also attend, to exchange of information to benefit all children's learning and development.

Setting details

Unique reference number	EY291691
Local authority	Rotherham
Inspection number	10073436
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Swinton area of Rotherham. She provides care all year round from 7.30am to 6pm, Monday to Thursday, except for family holidays and bank holidays. The childminder receives funding for the provision of early years education for four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 and the inspector discussed the childminder's intentions for children's learning.
- The childminder showed the inspector key documentation.
- The inspector and the childminder completed a joint observation together.
- The inspector spoke to children at appropriate times during the inspection and took account of the written views of 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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