

Childminder report

Inspection date: 29 June 2021

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are very settled in the childminder's care. They form strong bonds and have a close attachment to the childminder. The childminder provides a very caring and nurturing environment, which supports children's emotional needs. She places a strong focus on outdoor learning. The childminder provides ample opportunities for children to experience the outdoors and the wider community. Children enjoy daily outings, take woodland walks and enjoy the fresh air. They learn about nature and changes in the seasons. The childminder promotes children's physical development, as they encounter different surfaces to practise their walking and running skills.

The childminder has high expectations for children's learning. She accurately assesses their development and adapts activities to include all children and enable their enjoyment. Children are extremely well behaved. They model the childminder's behaviour and are polite and caring towards each other. Even very young children understand the need to share and take turns.

As parents no longer enter the setting due to the COVID-19 (coronavirus) pandemic, the childminder supports children to separate from their caregivers. She provides updates for parents to ensure they are aware of their child's progress in their learning. During national restrictions, the childminder maintained contact with those families who were unable to attend her setting. She used electronic means of communication and video calls to support families.

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

- The childminder reassesses children's development after periods of absence, such as the national lockdowns. Observations and discussions with parents highlight that some children need additional help to progress their learning. The childminder identifies that children need to develop their social interaction with others, considering the opportunities she provides. Activities often start with children playing individually. With the childminder's interactions, children come together as a group. This promotes their social and emotional development. For example, children begin to look at books individually. When the childminder takes an interest, all children gather around. The childminder maintains their attention and concentration by engaging the children with appropriate questioning and conversation.
- The childminder knows the children well. She understands what they need to know, planning for the next steps in their learning. She evaluates her curriculum, considering what works well and what she will adapt to ensure she meets all children's learning needs. For example, during a threading activity, the childminder assesses how she can make the activity more inclusive for younger

children. She reflects on how the activity demonstrates children's ability to persevere with more difficult tasks and sit for longer periods of time with their peers.

- The childminder expands children's vocabulary as they talk about life experiences at home and their families. She uses repetition and rhyming with children to embed new words. However, she does not always use the correct words when repeating them back to children. For example, when a child refers to a 'nana' or a 'doggy', she does not repeat the sentence using banana or dog in order to enable children to hear the words in their correct use.
- Parents speak highly about how the childminder supports their child's development. They describe how she helps their child to separate confidently when they are in her care. The childminder works closely with parents to extend children's learning at home. She provides ideas to ensure continuous learning.
- Partnerships with other early years professionals are very effective. The childminder shares information about children's learning and progress. This ensures that all those involved with children are able to provide a consistent approach and identify any gaps in their learning.
- Children are excited about learning and playing. They are able to access the resources easily. Children know what they want to do and are confident to express themselves. They act in a caring and responsive way towards their peers.
- The childminder encourages children's independence to prepare them for future learning and to ensure they are able to take care of themselves. However, she does not always explain the reason for particular actions in order to help them understand. For example, when asking children to pick toys up off the floor, she does not explain that it will prevent them from tripping over them.
- The childminder uses self-reflection and evaluation to assess the quality of her setting. For example, the impact of the COVID-19 pandemic on children has led to additional training by the childminder. This helps her to understand the needs of children better.

Safeguarding

The arrangements for safeguarding are effective.

Improvements have been made since the last inspection. The childminder has updated her knowledge regarding the 'Prevent' duty and is now familiar with the action she should take, should she have concerns. She ensures that children understand the action they should take if there is a fire and they participate in termly fire drills. The childminder routinely risk assesses her premises and checks outdoor areas prior to children accessing them.

What does the setting need to do to improve?

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

- pronounce and name objects correctly to support children's language skills further
- develop children's understanding of safe practices and have sensible rules for everyone to follow.

Setting details

Unique reference number	EY296432
Local authority	Rotherham
Inspection number	10147100
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 February 2020

Information about this early years setting

The childminder registered in 2004 and lives in the Treeton area of Rotherham. She operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. The childminder is in receipt of funding to provide free early education for children aged two, three and four years. She holds a qualification at degree level.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures and training certificates.
- The inspector observed and evaluated an activity with the childminder.

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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