

Childminder report

Inspection date: 29 October 2019

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 childminder provides a warm, welcoming and homely environment for children. They soon settle and establish strong relationships with the childminder and her assistants. The childminder has high expectations for all children and their good behaviour demonstrates that they feel secure. The childminder's effective behaviour management strategies help children to understand right from wrong. They learn to be respectful and polite and to develop a sense of responsibility. For example, they voluntarily tidy their toys away before moving on to another activity. Children are confident and independent learners. They are keen to share their learning experiences with visitors. Children explain how they collected pine cones and conkers during a nature walk in the woods. They talk about the squirrel in the childminder's garden who took their conkers when they put them outside. The childminder has a good understanding of how children learn. She plans a broad and varied range of well-organised activities indoors and outside. For instance, children learn how things work when they use a basket on a pulley to move objects around the garden. Children are keen to learn. Overall, they engage well and maintain their attention for long periods when activities capture their interest. They make good progress from their starting points.

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

- Partnerships with parents are strong and highly effective. The childminder gets to know children and their families well from the start. Parents are fully involved in their children's learning. They regularly share information about children's achievements. The childminder uses this information to plan effectively for children's learning from the outset. She provides parents with packs of resources to continue children's learning at home. These include books to read and role-play materials to share with their children.
- The childminder regularly evaluates her setting, taking into account the views of her assistants, parents and children. For example, she has introduced a range of resources that children can use to explore textures. Children handle items that are 'prickly' and 'smooth'. They listen to objects that make a 'crunching' sound, like the leaves they found outside.
- The childminder evaluates her assistants' practice. However, she does not use her findings to sharply focus their professional development. Although they access a variety of training, the childminder does not always target the areas of their teaching practice they need to improve the most.
- Children make good progress in building speech and language skills. The childminder works highly effectively with other professionals to support children who are not making expected progress. She works in partnership with parents to help children who speak English as an additional language.
- Children thoroughly enjoy re-enacting experiences from home during role-play

activities. They encourage assistants to choose items from the menu in the café. Assistants use the opportunity to teach children about healthy eating. They help children to make connections to the fruit and vegetables they have grown in the garden and used in cooking.

- The childminder's effective teaching motivates children to learn more. They show curiosity and are keen to investigate. On occasions, the childminder introduces too many ideas at once. Consequently, children do not have time to become immersed in their play and fully explore their emerging ideas.
- The childminder successfully promotes mathematics throughout children's play. They compare the weight of objects using scales. Children investigate different concepts, such as rotation. The assistant helps them make the link to the wheels on their train. Children use compasses and protractors to draw circles. This also helps them to develop the skills they need for early writing. Children explore print in a variety of forms, including menus, reference books and words they see in the outdoor environment.
- The childminder encourages children to talk about the people who are special to them. She provides a wide range of opportunities for children to meet new people during daily walks. Children learn about the wider world during trips to places of interest, travelling there by bus, train or tram.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough knowledge of child protection issues and wider safeguarding concerns. They can identify the signs and symptoms that may indicate that a child is at risk of harm. They fully understand who to contact if they have concerns about a child's safety and welfare. The childminder and her assistants frequently attend training to update their knowledge. They teach children how to keep themselves safe, such as waiting for traffic to stop before they step onto a pedestrian crossing. They help children to understand how to access information online safely.

What does the setting need to do to improve?

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

- avoid introducing too many ideas at once, so that children have time to concentrate fully and follow their ideas during their play
- provide assistants with sharply focused professional development opportunities that target the areas of teaching they most need to improve and raise practice to the highest level.

Setting details

Unique reference number	EY311183
Local authority	Rotherham
Inspection number	10071161
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	1 April 2015

Information about this early years setting

The childminder registered in 2005 and lives Rotherham. She operates from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works alongside two assistants.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder took the inspector on a learning walk and explained how the environment is organised to support children's learning. She explained the focus for the curriculum and how this meets children's learning needs.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- Children talked to the inspector about their learning throughout the inspection. The inspector took account of the views of parents through written feedback provided.

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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