

Childminder report

Inspection date: 20 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and busy in the care of this experienced and thoughtful childminder. The childminder works closely with parents to help children become familiar with her home and routines when they first start. They settle well and form strong attachments to the childminder and to other children. The childminder identifies children's learning needs accurately and builds well, overall, on their interests and understanding. They make good progress from their individual starting points and rise to the childminder's high expectations. For instance, children who have little experience of playing with others soon learn to take their turn as they search for toy animals during water play and share their discoveries.

Children grow in confidence and learn to behave with 'kind hands' and consideration for others. For example, they routinely help to tidy away their toys before starting their next activity, and they help to set the table for the well-balanced and nutritious meals. In response to the childminder's considered praise, children learn to recognise and take pride in their achievements, and they keenly celebrate the success of others. They are safe and secure in the childminder's well-organised home and garden. Parents comment very positively on the development of children's road safety skills and physical well-being the childminder encourages on their many daily walks and visits to parks and woodlands.

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

- Overall, the childminder promotes children's communication and language skills well. She regularly joins in with conversation during activities and introduces them to new words, such as the names of sea creatures or the ingredients in their role play about a pie shop. However, the childminder does not consistently plan for children to build further on this new vocabulary, to reinforce their learning, before introducing new words.
- The childminder strongly encourages children's love of books. She introduces them to storytelling through action songs and nursery rhymes. For example, she gently sings 'Twinkle, Twinkle Little Star' alongside the children as they play. She carefully chooses books that capture the children's imaginations and build their awareness of the world. For instance, they enjoy the rhythms and mythical nature of 'Room on the Broom' or the humour in the 'Supertato' books.
- The childminder is a warm and positive role model. She encourages children to use good manners and to behave well. Children learn to pay attention to others, to say 'please' and 'thank you', and to share with others. The childminder helps children to understand and manage their own behaviour and recognise the needs of others.
- The childminder is very committed to her role and regularly reviews her practice. She makes good use of research and national and local authority early years

guidance to plan for children's learning and consider their progress. She builds her provision closely on children's emerging understanding and interests, as well as the views of parents. The childminder works closely with other settings children attend to support their development.

- Children's physical skills, health and well-being are promoted well. The childminder helps children to progressively develop their hand control, coordination and their fine motor skills through, for example, using tweezers to pick up small objects, such as coloured spaghetti, and to create and follow patterns with brushes and crayons. Children learn to use cutlery with confidence as they enjoy the well-cooked meals. They have many opportunities to walk, run and climb.
- The childminder helps children to solve problems and develop their mathematical awareness. For instance, children persist as they fill different-sized containers with their dough and cereal pie mixtures. They talk about how much 'more' they need and make sure they are not 'too full'. The childminder encourages children to regularly count and order numbers as they play.
- Parents strongly recommend the childminder. They know that their children are happy and making good progress. They feel the childminder is 'a fantastic role model' to their children. Parents comment that the childminder's knowledge and experience help them to understand and support their children well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular training and by reviewing national and local guidance. She knows the signs that a child may be at risk of possible harm from abuse or neglect and the importance of recognising and recording any concerns she may have. She understands the possible indicators that a child or family may be at risk of extremist behaviour. The childminder knows what to do and who to contact if they have a concern about a child's welfare or safety.

What does the setting need to do to improve?

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

- plan more effectively to help children consolidate and reinforce their existing communication skills and knowledge, to fully support their learning.

Setting details

Unique reference number	EY312617
Local authority	Rotherham
Inspection number	10295372
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	12
Number of children on roll	11
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 2005 and lives in Ravenfield, near Rotherham. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She has an assistant registered to work with her when required.

Information about this inspection

Inspector

Andrew Clark

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 showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed children during activities to assess the impact of their learning and development.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder showed the inspector documentation relevant to her practice.
- The inspector read feedback from parents to gain their views on the childminder's provision.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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