

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 happy, well cared for and make good progress with the childminder. The childminder provides a calm, peaceful and quiet environment for children and is engaged with them. Children benefit from the childminder's focus on their language and communication. They start the day reading books together. The childminder sits among children so that they feel safe and confident as they read familiar stories. She reads clearly and affectionately, encouraging children with questions and ideas. The childminder is tuned in to each child's language. She interprets what children say and repeats it back clearly so that they hear the correct pronunciation.

The childminder organises the setting well so that children have interesting resources to choose from. She adapts activities so that all children can participate. Babies explore a treasure basket of real items, such as brushes and wooden rings. They experience texture and shape, and they have space and freedom to crawl, pull themselves up and learn to walk. Even the very youngest children develop a love of books. They handle board books with care and turn pages. Children care for each other and are kind. The childminder encourages children to take turns, help each other and give their friends praise.

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

- Children spend lots of time outdoors. Children play in the childminder's well-equipped garden and have regular visits to parks and woodland. They walk to school each day so that they are familiar with school, to help support a smooth transition when the time comes.
- Children practise their physical skills and coordination, such as when using play tools. The childminder encourages children to recognise and name tools, such as pliers. She repeats words and invites children to copy so that she can monitor what children have learned and remembered.
- The childminder meets regularly with other childminders. She takes children on weekly visits to local playgroups and toddler groups. This helps children to socialise and meet different people. Children learn to use simple sign language to communicate.
- The childminder promotes diversity in the books and resources that she shares. She provides books that represent different families, lives, cultures and beliefs. Children learn about a range of cultural festivals. For example, they learn about Diwali and make mandalas.
- The childminder plans experiences around a theme, such as pirates. She encourages children to share a pirate story and make a pirate hat. Children excitedly explore a treasure chest of shiny objects, such as keys, shells and spoons. This ignites children's interests and promotes the use of language and

vocabulary. However, the childminder does not plan activities to consistently help children to make connections and extend their learning further.

- The childminder finds out about children in conversations with their parents during settling-in visits and in questionnaires. She knows each child well. The childminder observes children and recognises their interests so that she can offer engaging activities and resources.
- The childminder speaks to parents each day. She shares information sensitively and makes herself available for private conversations. The childminder keeps a book of photos for each child and also shares photos of children during activities with their parents by using an app.
- Parents comment that their children love coming to the childminder's setting and feel very lucky when they found her. They report that their children make enormous progress in their speech, social interactions and confidence. Parents say that they trust the childminder and can talk to her.
- The childminder has developed links with the local early years support team and participates in online training. She completes the progress check when children are aged between two and three years and knows where to get guidance about children with emerging special educational needs and/or disabilities.
- Children develop some aspects of their independence, such as they take it in turns to use a vacuum cleaner to suck up the crumbs. The childminder sensitively supports children to manage hygiene and develop their self-care when using the toilet. However, the childminder does not consistently encourage children to do things for themselves. For example, she wipes children's noses rather than supporting them to learn to do this themselves and to wash their hands afterwards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the types of abuse and can recognise possible the signs and symptoms of abuse. She knows what action to take and how to make a referral about an adult or a child. The childminder makes sure that she receives regular updates about local safeguarding procedures. She keeps accurate registers of attendance. The childminder records accidents and incidents and shares this information with parents.

What does the setting need to do to improve?

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

- plan activities more carefully to help children to follow the process, make connections and participate fully
- offer children more opportunities to do things for themselves so that they can develop their independence in all areas, including their self-care skills.

Setting details

Unique reference number	EY313075
Local authority	Rotherham
Inspection number	10305636
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	28 February 2018

Information about this early years setting

The childminder registered in 2005 and lives in Whiston, Rotherham. She operates all year round, from 8am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 the areas used for childminding and explained how her early years setting is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between the children and the childminder.
- 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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