

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy, confident, secure and well cared for in the company of the childminder. They spend lots of time outside. The childminder creatively equips the garden to support all children's interests and types of play. Children explore an extensive range of carefully thought out opportunities that ignite their curiosity and learning. The childminder conceals activities in every part of the garden. For example, she hides pretend dinosaur bones for children to excavate.

The childminder carefully sequences activities to promote children's learning. Children explore a globe and recall countries which they know. The childminder skilfully extends their thinking asking, 'How might you get there?' Children enthusiastically suggest a rocket booster. The childminder encourages children in their ambitious project as they draw a plan. Children are supported to carry out their ideas in the construction area using real tools, wood and nails. They assess risks and wear goggles and gloves to hammer. Children are engaged and persistent as they work hard explaining, 'I have to bang this nail in'.

Children use scales to weigh and pour as they experiment and measure to make 'potions'. The childminder supports children's development in mathematics and literacy by offering jugs, water and packaging in their play. She uses every opportunity to support children's learning. Children choose soup for lunch and the childminder encourages them to identify the letters and pictures on the packaging.

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

- The childminder promotes children's learning through exciting physical activities and the use of real equipment. She identifies children's emerging interests and supports them to think and to develop their ideas through language. The childminder promotes children's language extremely well through her consistent and enthusiastic interactions with them.
- The childminder shows connection and affection with all children. She sits among children as she feeds babies. The childminder looks at babies, who gaze back at her. The older children play close by, still benefiting from the childminder's attention.
- The childminder takes time to get to know each child well and relishes their individuality. She recognises and delights in children's accomplishments, giving them praise and encouragement as they play.
- Children's behaviour and attitudes are excellent. They cooperate, respect each other and show kindness. Children communicate confidently and benefit from the sensitive and positive interactions which they receive.
- The childminder is calm and carefully tailors her interactions to support each child. Children make real choices. For example, they decide what to have for

lunch and often help to prepare their meals and snacks. Children eat together, lay the table and clear away afterwards.

- Children share endless opportunities to be physical and active. In addition to playing in the garden, children walk to nearby woodland, where they make dens and play in the mud. This further enhances their connections with the natural world and nature. Children care for the environment and learn to plant and grow. They become accomplished at using rakes and spades, and they identify vegetable plants.
- Children walk to school and make regular visits to a local playgroup. They visit the library, where they are invited to borrow a book to take home. The childminder identifies this as an opportunity for children to make links within the local community.
- The childminder supports children's personal development incredibly well by offering them choices and supporting them to do things for themselves. Children dress up, put on their own shoes, help to tidy up and get ready to go home at the end of the day. The childminder explains that being given responsibility helps to build children's confidence and self-esteem.
- The childminder has very close mutual relationships with parents. They say that she is knowledgeable, approachable and reassuring. The childminder shares daily updates through conversations and shares photos through an electronic app. The childminder enjoys keeping a journal for each child, where she documents their progress, events and achievements. She shares these with children and parents.
- The childminder has strong links with the local authority's early years support team. She networks with training providers and outside agencies. The childminder is constantly evaluating, reflecting, improving and adapting her provision to meet the needs of each child. She constantly updates her knowledge and understanding through participating in vocational training and completing formal qualifications through college.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of safeguarding procedures and completes advanced safeguarding training annually. She regularly undertakes training on specific areas of safeguarding and receives regular updates from the local safeguarding children partnership. The childminder recognises the signs and symptoms of possible abuse. She knows who to contact for guidance and how to make a referral. The childminder has a rigorous risk assessment system and knows the importance of keeping children safe online. She records accidents and incidents accurately and shares these with parents.

Setting details

Unique reference number	EY337075
Local authority	Rotherham
Inspection number	10117406
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder was registered in 2006 and lives in Maltby, Rotherham. She is open during term time from 7.30am to 5.30pm, Monday, Tuesday, Wednesday and Thursday, and from 7.30am to 1.00pm on Friday. The childminder holds a relevant qualification at level 3 and an early years professional level 4 from the Open University.

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 provider and has taken this into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector viewed relevant documents.
- The inspector held discussions 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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