

Childminder report

Inspection date: 24 January 2020

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

The provision is good

Children make good progress and enjoy their time at the childminder's setting. The childminder has a good understanding of how children learn and develop and builds on what they know and can do. Activities are planned around children's interests so that experiences are fun and enjoyable. The childminder is sensitive to children's needs, which fosters their security and emotional well-being. The outdoor learning environment is well considered and allows children to be curious and active learners. Indoors, there is a vast array of resources available to the children but at times they lack focus as they try to play with everything at once.

Children benefit from the good relationships the childminder establishes with parents. Effective communication and regular sharing of information about what children are doing and enjoy helps promote continuity of care and learning. Children learn about safe practices through daily routines and planned activities. The childminder gives children gentle reminders how to stay safe. For instance, she reminds them how to use scissors safely and plans activities to improve young children's awareness of road safety. Children are encouraged to be kind to their friends and look after the resources and their play environment.

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

- The childminder plans enjoyable activities to encourage children's all-round development. Assessment is used well to identify any gaps in learning and to focus on any areas where children may need additional support.
- Children enjoy being outdoors and busy themselves in their chosen activities, completely engrossed as they play with the water. However, at times, children quickly lose interest with their play indoors and find it difficult to focus on any one thing. This is because there is an extensive range of resources out and available to them, which distracts their attention and prevents them from persevering in their play.
- The childminder encourages children's communication and language through practical activities they enjoy. She talks to children about what they are doing as they play with the water, which helps children link words to actions. They talk about what might happen as they pour the water and predict where it will come out. They enjoy using different-sized brushes and water to paint on the wall outside and practise early writing skills.
- Strong partnerships are in place with parents and other professionals. Transitions to school are well managed and the childminder ensures that children have the skills necessary to help them to settle quickly. She has school uniforms, which she includes in the dressing-up-box for children to play with. This helps young children to become familiar with their school uniform. It helps with their personal independence skills, as they are encouraged to have a go at

the fastenings.

- The childminder manages children's behaviour well. The strategies used take into account the children's different levels of understanding. Explanations are used well to encourage children to share and take turns. Children understand what is expected of them and behave well in response.
- Children are beginning to learn about the benefits of a healthy and safe lifestyle. They learn about healthy eating, where foods come from and how they grow. They grow vegetables and enjoy them at the childminder's. They also take some home to enjoy with their family. They learn about hygienic disposal of their tissues in a lidded bin at the 'sneezing station'. However, other basic hygiene practices, to reinforce this growing awareness of good hygiene, are not consistently followed, for instance, always washing hands following a nappy change, and using soap and water to wash the children's hands before meals, rather than hand wipes.
- The childminder adopts a positive attitude towards making improvements to her practice and to outcomes for children. She shares practice with other childminders to update her skills and actively seeks the views of parents and children. She acts on this information to make improvements and to enhance the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe and has attended recent safeguarding training to keep her knowledge current. She has a good understanding of the possible signs and symptoms that may indicate a child is at risk of harm. She is clear who to report any safeguarding concerns to, in order to protect children in her care. She has safeguarding policies and procedures in place that include all of the required information. These are also shared with parents. Risk assessments of her home and outings are completed regularly to minimise any risks to children effectively.

What does the setting need to do to improve?

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

- maintain a consistent approach to managing good hygiene practices when doing nappy changes and with children in their daily routines
- consider how best to organise the indoor learning environment to enable children to be more focused in their play, encouraging increased levels of concentration and perseverance.

Setting details

Unique reference number	EY343884
Local authority	Rotherham
Inspection number	10117413
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder was registered in 2006 and lives in Rotherham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder about recent training she had attended and how she has implemented this in practice to improve outcomes for children.
- The inspector had discussions with the childminder about her practice and looked at relevant documentation, including a sample of her policies and procedures.
- The inspector took the written views of parents and children into account.
- The inspector looked at the different areas of the home used for childminding and talked to the childminder about her risk assessments.
- The inspector discussed with the childminder how she organises her space and resources to benefit children's learning and development.

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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