

Childminder report

Inspection date: 16 June 2022

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 and relaxed in the childminder's home. They are confident to make choices about what they would like to do. For example, children ask the childminder if they can play in the garden. Children behave appropriately for their age. They are polite when talking to visitors. Children play cooperatively. For example, they work together to complete jigsaws. Children talk to each other about what they are doing and work as a team.

The childminder encourages children to develop their mathematical understanding at every opportunity. Children learn to count and recognise numbers. They enjoy using a tape measure in their play. Children understand that the number on the tape measure tells them how long something is. Outdoors, children learn about capacity as they play in water, and the childminder talks to them about 'full' and 'empty' containers.

During the COVID-19 pandemic, the childminder remained in close contact with all children and families. She offered parents simple activity ideas to complete at home with their children. The childminder is very aware of the possible impact of the COVID-19 pandemic on the children. By speaking to parents, she was able to create individualised plans for children. The childminder offered extended settling-in sessions to those children who needed it.

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

- Children gain a good understanding of the world around them. Children read books about growing sunflowers, becoming interested in how they grow. The childminder offers children the opportunity to plant their own sunflowers. Children count the number of seeds they need for each pot, before using spades to decant soil into their pots. This helps to develop children's mathematical knowledge.
- The childminder speaks kindly to children. She models polite behaviour and this encourages children to behave in the same way. The childminder helps children to manage their feelings and emotions. She has a good selection of books on these subjects, along with mirrors. As children look at their faces in the mirror, the childminder talks about different facial expressions and feelings. This helps children to understand their different emotions.
- Children show high levels of independence and self-help skills. They wash and dry their hands, and know why this is important. Children confidently fasten their own shoes and check that they have put them on the correct feet. Children are delighted with their success, and thrive on the encouragement and praise which they receive from the childminder.
- The childminder promotes healthy lifestyles well. She provides nutritious meals

and snacks, and talks to children about eating a balanced diet. Children understand the importance of good hygiene routines, including oral health.

- Partnerships with parents are highly successful. The childminder works closely with parents to coordinate the care for each child and shares ideas for activities to support their learning at home. Parents feedback that their children thoroughly enjoy attending. They are very happy with the progress which their children are making.
- Children enjoy many opportunities to develop their physical skills in the garden and on the regular local outings. For example, they extend their physical skills using apparatus which helps to increase their balance and coordination. Younger children have lots of furniture to be able to pull themselves up. However, the childminder does not consistently think about how she encourages them to practise walking. For example, she does not provide enough clear floor space.
- The childminder proactively introduces children to new vocabulary. She skilfully asks questions, and gives children time to think and answer. The childminder models language, and encourages children to extend their sentences and become confident communicators. However, on occasions, the childminder does not divide her attention evenly. She tends to give her attention to children who are more outgoing and vocal, and occasionally overlooks the quieter children, which does not support them to extend their language development.
- The childminder makes good use of training and self-evaluation to improve her teaching and practices. She reviews her activities and seeks feedback from children and parents. Training has focused the childminder's attention on the vocabulary she uses during children's play. Effective self-evaluation focuses the childminder well on making improvements that benefit the children attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently recognises the possible signs and symptoms of abuse and neglect. She is clear about when it is best to talk to parents and when a referral needs to be made. The childminder understands her responsibilities to ensure the suitability of adults who live in her household. She knows who to report to if an allegation is made about her or anyone in the home. The childminder understands the issues in society, for example radicalisation, which could affect children and their families. The childminder keeps her safeguarding training up to date, to further promote children's welfare.

What does the setting need to do to improve?

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

- review the organisation of the environment to provide the youngest children with the space they need to practise walking

- give children attention evenly during activities, so that quieter children are not overlooked.

Setting details

Unique reference number	EY362210
Local authority	Rotherham
Inspection number	10071865
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 August 2015

Information about this early years setting

The childminder registered in 2007 and lives in Dinnington, Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5. She occasionally works with an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 her evaluation of the provider.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector viewed parents' written comments during the inspection.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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