

Childminder report

Inspection date:

25 November 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 love to explore with the childminder. They move from indoors to outdoors at their free choice. Children run up the garden slope to play with cars and balls. Inside, they enjoy looking at books and at pictures of their friends on the display. Children's art and craft work is accessible in areas, such as the autumn notice board, for them to look at and share with friends.

Babies enjoy moving cars in and out of a box, before using the box to play peekaboo with the childminder. They enjoy making noises as they bang spanners against metal bowls, smiling as it makes a loud noise. When inside, children climb on the childminder's lap to share stories together. They turn the pages carefully, pointing out the pictures in a 'Thomas the Tank Engine' book.

Children love to explore the local park and experience seasonal changes, such as fallen acorns. They enjoy visiting places in the local community, such as the church and library. In the childminder's garden, they plant fruit and vegetables, such as strawberries and runner beans. The childminder's home is a creative space where children enjoy making art. For example, they colour in a scarecrow and sing 'Dingle Dangle Scarecrow'.

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

- The childminder creates a language-rich environment. She comments as children play, so they hear more words. The childminder extends children's communication, as she builds on their words. For example, when babies say 'car', she repeats 'yellow car' or 'red truck'.
- The childminder knows the children well. She explains where they started and areas of development they have overcome. The childminder knows what children are working on next and provides a sequenced curriculum. She is clear what she wants children to achieve in the future, to be ready for school.
- Children are comfortable and at ease with the childminder. She weaves songs and stories through their play. When children are wanting resources that are unavailable, the childminder distracts them with stories. Children cuddle into the childminder's lap and turn pages of the book, settling quickly. The childminder responds to babies' sensory needs by copying their actions. For example, feeling the fluffy carpet with them or shaking corks in a plastic bottle. However, the childminder has not yet fully explored ways to engage younger children further, to raise their achievements to a higher level.
- Partnership with parents is strong. Parents are highly complimentary about the childminder's settling-in process. They are very happy with the progress children make. Parents appreciate the communication the childminder has with them. They are really pleased that their children are safe and happy. The childminder

links with parents on their children's development. During the COVID-19 pandemic, she sent activity ideas home, such as a dough recipe. The childminder asks for parents' thoughts on children's next steps. This is to weave into planning and extend children's learning.

- The childminder connects with the local community. This enhances children's understanding of the world around them. She visits the local church, park and library. Children enjoy exploring, meeting other children and choosing books. This develops their language and communication skills. They experience seasonal changes, such as finding the fallen acorns in autumn. However, the childminder does not provide enough opportunities for children to learn about differences between families and others, to understand they are unique.
- The childminder has excellent links with the local school. She ensures her practice complements the activities children access there. For example, when the school changed the letters and sounds system, the childminder went for a literacy session. This was to learn the new procedures. The childminder attends the 'stay-and-play' sessions with children too, when their parents are unavailable.
- The childminder collects information from parents when they start the setting. She asks which milestones children have achieved and what experiences they have had. The childminder regularly assesses children to know the progress they are making. This ensures she knows what is next for their development. This ensures continuity for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding issues, such as county lines. She understands the signs that may lead her to being concerned about a child's welfare. The childminder knows how to report concerns and get the support needed. The childminder keeps children safe in her home. She has fire exit routes displayed in the home, for quick use. When older children are in the setting, she explains about using their mobile phones. She explains how to use them safely and be respectful with younger children. Parents are complimentary about the fact that their children feel safe.

What does the setting need to do to improve?

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

- develop ways to engage younger children in activities that focus their learning
- broaden the experiences for children, so that they learn about the differences between families or others, and they understand what makes them unique.

Setting details

Unique reference number	EY369164
Local authority	Rotherham
Inspection number	10235185
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	18
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder registered in 2008 and lives in Rotherham, South Yorkshire. She operates her provision all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a qualification at level 3. The childminder accepts funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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