

Childminder report

Inspection date: 30 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment where children feel emotionally safe and secure. The well-organised environment supports the needs and interests of children of different ages. Children are happy, confident and show a strong sense of belonging. For example, they are encouraged to choose their own resources and move around the space making independent choices in their play. Children behave well. The childminder offers continual praise and encouragement, which helps to raise children's self-esteem.

The childminder is highly effective in helping children to develop their communication and language skills. She engages them in meaningful conversations as they play, to extend their speaking and listening skills further. For example, the childminder names everyday objects and repeats words and phrases to encourage children's language development. She provides opportunities for children to explore the wider community. For example, they go to the local park and petting farm, and travel on the tram and the bus. This helps to develop children's physical well-being. The childminder also takes children to a playgroup and meets other childminders, which helps to enhance children's social skills. All children, including those who have recently joined the setting, make good progress.

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

- Children develop strong bonds with the childminder from the start. The childminder is sensitive to their needs and quickly notices if they are hungry or tired. She responds quickly to children's individual needs. The childminder helps children to feel secure, which promotes their emotional well-being effectively.
- The childminder has strong partnerships with parents. She keeps them updated by sharing observations, often through photographs, and she documents details of children's care and learning. Parents speak highly of the childminder. They value her kind and caring nature. Parents say that they have seen good progress in their children's development.
- Children eagerly develop their early literacy skills. For example, they name the animals in a book and say the animal sound, while turning the pages. Children independently choose books, and listen with interest as the childminder patiently reads the story. The childminder asks questions about the book to extend children's understanding, comprehension and engagement. She sings familiar songs and rhymes with children and encourages them to join in with the actions. Children shake instruments and enjoy moving their bodies to the songs.
- Overall, the childminder understands how to teach children mathematics. For example, she encourages children to fit shapes into a puzzle. Children show patience and concentration when trying to complete the puzzle. However, sometimes, opportunities are missed to extend children's knowledge of counting

and comparing quantities as they play.

- The childminder reflects on her practice to identify areas to improve children's learning. She also welcomes feedback from parents and children on how to improve her practice and provision. For example, she plans to bring in more natural resources to improve outcomes for children. The childminder also completes regular training to keep her professional development updated.
- The childminder understands about continuity of learning. She gathers information from parents on entry, so she knows what children already know and what they can do. The childminder uses this information to assess what they need to learn next and builds on the different steps they need to take. The childminder also shares information about what children have achieved when they move on to another setting or school.
- The childminder supports children's good health effectively. For example, she provides healthy meals and snacks. Children learn about good hygiene routines. They wash their hands before mealtimes, which helps to prevent the spread of infection.
- The childminder understands how children learn and has organised her environment to enable children to access the seven areas of learning. Children demonstrate positive attitudes to learning, such as making choices based on their curiosity.
- The childminder completes accurate assessments of children's learning. She completes observations and identifies what children need to learn next. The childminder monitors children's progress well to identify any gaps in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding matters and knows the actions to take if she has any concerns about a child. She has a secure understanding of the signs of potential abuse or harm. The childminder regularly updates her safeguarding training. For example, she has broadened her understanding of wider safeguarding issues, such as protecting children from extreme views and behaviours. In addition, she has attended training to update her knowledge on the indicators of female genital mutilation. The childminder promotes children's safety well. For example, she ensures that her home is safe and secure, and closely supervises children at all times.

What does the setting need to do to improve?

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

- strengthen children's mathematical knowledge with regard to counting and comparing quantities.

Setting details

Unique reference number	EY377782
Local authority	Rotherham
Inspection number	10074143
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 2008 and lives in Sheffield. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Helen Sanders

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of parents' views through written feedback provided.
- The inspector completed a learning walk with the childminder of the areas of the home used by the children, indoors and outdoors. The inspector and the childminder talked about safeguarding and how the childminder organises the setting for the children.
- The inspector checked relevant documentation, including paediatric first-aid documentation, public liability insurance and health and safety policies.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020