

Childminder report

Inspection date: 6 July 2022

Overall effectiveness	Outstanding
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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 thrive in this highly stimulating and homely environment which meets their individual needs exceptionally well. Children are very happy and enjoy playing and learning together. The childminder organises short group times to help children develop the skills required as they move on to school, such as, listening and concentration skills. Children are very aware of routines. For instance, they help younger children to make a circle and show them how to sit down for, 'Song Box' time. Children enthusiastically participate in well-known songs, such as 'Five Little Ducks', learning the number names and developing early calculation skills. Babies smile and bounce to the beat. Children go away from the group time, humming and singing to themselves as they play.

Children are extremely confident and have fun. They demonstrate high levels of control and behave exceptionally well. The childminder is skilled in helping children learn about the boundaries that are in place for safety. They listen and respond positively to her. This helps them understand how to behave and why rules exist.

Relationships between the childminder and children are extremely warm and mutually respectful. Children and babies are exceptionally secure and well settled.

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

- The childminder and her co-minder have an excellent knowledge and understanding of how children learn. Together, they skilfully put in place their programme of activities to provide learning opportunities for each child. This helps them make the best progress possible.
- The childminder plans effectively to support children's learning, including those with special educational needs, such as speech delay. Children develop tremendous physical control. For example, they learn to use small tweezers to move tiny, coloured balls to make patterns. This is done accurately and with high levels of concentration.
- The childminders place a strong emphasis on outdoor learning, and children benefit from a superb range of experiences. Children visit the greenhouse to tend to growing cucumbers and to ensure the pet rabbits have fresh water. They collect cherries off the fruit tree for snack. The childminder supports children to manage risks in their play, through close supervision. For example, when children use challenging climbing equipment and swings, they remind younger friends to, 'hold on tight with two hands'.
- The childminder uses every moment as an opportunity for learning. Children gain a high level of mathematical awareness. For example, older children share amounts evenly by using their problem-solving skills. The youngest children recognise numerals and number patterns. Children learn to recognise familiar

letters in their name and then notice them in displays around the literacy-rich environment.

- The childminder and her assistant use very good care practices. She ensures tissues are always available for children to wipe their noses. Frequent handwashing procedures help to prevent the spread of infection. Children have a quiet place to rest and take naps.
- Children are very independent and have a can-do attitude and keep on trying. They concentrate when carrying out activities and take pride in their achievements when they complete a task. For example, children proudly say, 'I'm sparkling,' after cleaning their face independently after snack.
- The childminder and co-minder have established strong partnerships with others involved in children's care. This results in a fully shared approach to children's care and learning. There are close relationships with local schools. For instance, the childminder prints words and names in the same simple font that the reception teacher uses. This highly effective and joined-up approach supports children's progress and well-being.
- The commitment of the childminder is evident through all areas of her work with children and their families. Her effective self-evaluation and plans for professional development underpin her goal of achieving the very highest outcomes for children. For example, she has recently completed play therapy training to help inspire children's communication skills even more successfully.
- Parents are extremely happy with the care provided for their children. They comment that their children make significant progress in the warm, friendly and welcoming environment. They say they are very impressed with the informative advice shared. This includes a software application to show the sugar content of food and a good oral health guide.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training and has an extensive understanding of wider safeguarding issues, such as protecting children from extreme views. She is alert to when a child may be at risk of harm, and knows the relevant organisations to contact to protect children's welfare. She makes sure that she keeps up to date by regularly refreshing her knowledge. For example, she recently took an advanced course about gang related issues and county lines. She and her co-minder adopt safer recruitment practices. This ensures that assistants are suitable to work with children through appropriate appraisals and training. There are effective systems to monitor staff's ongoing suitability. The childminder completes thorough risk assessments of the environment and minimises hazards to ensure that children are safe. Children learn how to keep themselves safe, ready for their move on to school.

Setting details

Unique reference number	EY419644
Local authority	Rotherham
Inspection number	10117501
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 12
Total number of places	6
Number of children on roll	21
Date of previous inspection	17 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Rotherham. She operates from the address of her co-childminder, all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- This was the first routine inspection the provider 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 and the inspector spoke about her intentions for children's learning, the activities she plans and how they benefit children's development.
- The inspector observed the interactions between the childminder and children, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request, including suitability checks.

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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