

Childminder report

Inspection date: 29 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 benefit greatly from the very positive relationships they build with the childminder. She is caring and experienced and knows the children well. Children are self-assured, happy and thoroughly enjoy their time with the childminder. Children show high levels of confidence in social situations. For example, children gladly invite the inspector into their play. They show their caterpillars and talk about pictures of their parents at work.

Children respond to the childminder's positive approach. The childminder has high expectations of the children and acts as a good role model. She sensitively helps children to manage their feelings and behaviours. As a result, their behaviour is good and children are eager to learn. The childminder offers good experiences for children to support their learning and development. For example, children relish trips to the fire services museum. They eagerly talk about the fire engines and the noise they make.

Children readily explore the resources that are arranged specifically to stimulate their interests. Children are confident and show their increasing independence as they choose what to play with and settle happily to explore their chosen toys. They enjoy threading matching colour and shapes games. The childminder gives children lots of encouragement and praise. This supports children's emotional well-being.

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

- The childminder gets to know children well from the start. She observes children as they play and uses assessments to identify children's abilities and interests. The childminder plans a curriculum that is sequenced to give children the skills and knowledge that they will need as they grow and develop. She confidently uses daily play and routines to support children in continuing to develop their knowledge and skills. The childminder monitors children's progress carefully. She quickly notes any weaker areas and offers support to ensure that no child falls behind in their learning.
- The childminder has a clear intent for what she wants children to learn. She provides a rich variety of activities for the children to direct their own play and learning. For example, when at the snow table, children identify the characters they are interested in and see how many they can find. This helps children to grasp early counting skills.
- Children show an enjoyment of books. They make themselves comfortable and happily join in the story. The childminder reads with emphasis and enthusiasm, adapting her approach to help maintain children's interest. For example, children talk about the fruits they can see and how the snowman has furry ears.
- The childminder supports children's communication and language skills well.

Children speak confidently and learn to put words together to speak in sentences. The childminder continuously enables children to share their thoughts during activities to help develop their thinking and speaking skills even further. Children eagerly compare the differences in colour and size between polar bears and reindeers.

- The childminder understands the importance of continually evaluating all areas of her provision. She gathers the views of parents and children to help inform areas she can adapt and change. The childminder precisely plans for her professional development to keep her knowledge up to date.
- Parents comment positively about the childminder. They say that they are pleased with how children settle in. They appreciate that the childminder offers children plenty of activities and takes them on outings.
- The childminder shares information with parents about children's care routines and daily activities. However, she does not consistently share detailed information about children's learning with parents to enhance children's learning at home.
- The childminder promotes a healthy lifestyle. For example, children enjoy outings on the tram, to local parks and toddler groups. This helps to promote children physical well-being. The childminder helps children to learn about the community where they live. However, children do not have as many opportunities to learn about the differences between people and places in the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that may mean a child is at risk of harm. She stays up to date with safeguarding training and with local safeguarding procedures and guidance. The childminder is aware of the importance of reporting any such concerns promptly to the relevant professionals to ensure that children's safety and well-being are promoted. The childminder completes careful risk assessments of her home, garden and places they visit, so children can play safely. She recognises the potential dangers associated with use of the internet and takes action to protect children and to help them understand these risks.

What does the setting need to do to improve?

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

- share more detailed information about children's learning with parents to further support children's learning at home
- help children to develop a wider understanding of differences between people and places.

Setting details

Unique reference number	EY447424
Local authority	Rotherham
Inspection number	10229611
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in South Anston near Sheffield. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Ruth Moore

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 inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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