

# Childminder report

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Inspection date: 23 January 2024

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder uses high-quality interactions and engagement to inspire children's learning. Her excellent teaching strategies involve playing alongside each child and offering rich, varied and imaginative ideas to maximise children's thinking and learning. For example, the childminder plans an excellent sensory play activity, which children become deeply engrossed in. They squeal with delight as they squash foam through their fingers and splash in the water as the ice melts. Children develop confidence and show high levels of curiosity.

Children have friendly relationships with their peers and are socially confident. The childminder is an excellent role model and provides clear and gentle guidance to help young children to understand the expectations for their behaviour. She treats all children with immense kindness and respect, which children mirror in their interactions with each other. Children learn the importance of being kind to each other and sharing toys through the childminder's positive reinforcement and praise.

The childminder consistently fosters children's independence. Children use the purpose-built handwashing station to wash their hands independently after nappy changes. They enthusiastically embrace the responsibility of small, yet meaningful tasks, such as clearing and putting away their own toys. The childminder's approach helps children to master important life skills and instils a strong sense of self-reliance and confidence from a young age.

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

- The childminder has a superb knowledge of the children in her care and how to support their learning. She monitors their development extremely closely. The childminder places a high priority on helping all children to achieve to the best of their abilities. She sequences children's learning meticulously to help them to continually achieve, consolidate and move on to the next stage in their learning. All children make high rates of progress in their development from their starting points in learning.
- Children have significant language skills for their age. They join in with everyday conversations that build on their early vocabulary. The childminder ensures that she repeats back any words that children mispronounce, to make sure that they clearly hear the correct pronunciation.
- The childminder provides children with a curriculum that combines purposeful activities and unique experiences. She meticulously plans educational outings to museums, libraries and collaborative activities with other childminding groups to enrich children's learning and social skills.
- The childminder develops children's mathematical skills effectively. Young children fill and empty different-sized containers and hide animals. They

understand positional language, such as 'into, under' and 'on top'. Children learn to count as they count animals and pop bubbles.

- The childminder skilfully supports children to define and celebrate their unique characteristics. She uses a small mirror effectively when encouraging children to point to their facial features and their hair. Very young children delight in recognising themselves and giggle as they make faces.
- Children have a positive attitude to healthy eating, and parents provide their meals. This complements the childminder's healthy eating policy. Children learn about healthy eating, such as they role play with scales, herbs and food in the pretend kitchen area. The childminder promotes children's good health extremely well.
- Children join in with stories enthusiastically. The childminder names animals, and children respond by making the noises. Children eagerly choose books and sit looking at them, turning the pages independently. The childminder uses finger puppets to extend songs and rhymes. Children eagerly copy actions.
- The childminder demonstrates an uncompromising drive to ensure that she provides the very best for children. Her systems for self-evaluation are extremely reflective. The childminder constantly reviews all areas of her practice to identify areas for improvement. She thoughtfully selects relevant aspects that she learns from training, to enhance her practice even further. For example, the childminder has introduced further systems to target children's communication development more thoroughly.
- The childminder forms excellent partnerships with parents by providing daily updates on their children's learning and achievements. She offers regular insights into what captivates their children's interests and learning styles, along with tips for extending their learning at home. Feedback from parents is overwhelmingly positive.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY449209                                                                          |
| <b>Local authority</b>                             | Rotherham                                                                         |
| <b>Inspection number</b>                           | 10301408                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 31 January 2018                                                                   |

## Information about this early years setting

The childminder registered in 2012. She lives in Bramley, Rotherham. The childminder operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. She holds a relevant qualification at level 3 and receives funding to provide early education for two-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 their evaluation of the childminder.
- The childminder and the inspector had a discussion about how the curriculum and the premises are organised to meet children's needs.
- Parents provided written feedback, and the inspector took account of their views.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder joined the inspector for a joint observation.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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