

Childminder report

Inspection date: 26 May 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, nurturing and homely environment. Children settle immediately and feel very secure. They establish excellent relationships and secure attachments with the childminder and her wider family. Children seek out the childminder and her family for cuddles and comfort when tired. Overall, children have opportunities to develop their vocabulary and communication skills. They choose their favourite books and excitedly share them with the childminder. Children are curious when reading non-fiction books. They develop their knowledge of the world and ask lots of questions. Children link what they have seen when out walking with pictures and information in books. For example, they recall seeing little flies on leaves that ladybirds eat.

Children develop their memories, such as through songs with rhyme and props. They listen to and excitingly join in with a wide range of action songs and rhymes. Children take turns to choose their favourite song and share musical instruments. They develop social skills. The childminder designs the curriculum to help children to remember what they have been taught. Children enthusiastically learn routines to help them be independent. They put their own coats, shoes and sun hats on when going outside. Children politely ask for help when zipping their jacket up. Children's behaviour is very good. They say 'please' and 'thank you', and receive lots of praise for using good manners.

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

- Children persevere to insert coloured letters into a large, foam jigsaw. They gain a knowledge on shape and colour. However, at times, during child-led play, the childminder does not consider the impact of the large number of resources available to children. This causes some children to lose interest and move onto another activity quickly.
- Children look for minibeasts in the garden. They show curiosity using a magnifying glass. Children find, identify and match minibeasts to an information sheet. They explore and develop knowledge about their size, life cycles and different habitats. Children are at the heart of the learning process.
- The childminder introduces rich language and new vocabulary to children. She speaks clearly and repeats children's language, extending their sentences. However, at times, the childminder does not focus the curriculum strongly enough for children who struggle with their pronunciation of early language.
- During storytelling, the childminder uses 'focus books', which she regular shares with children to extend their learning. She asks thoughtful questions to encourage children to speak and recall events which they have taken part in. Children make connections, recall previous activities and remember long term what they have been taught.

- The childminder places a strong emphasis on mathematics. For example, children count steps when climbing the stairs and spots on ladybirds, and compare size and height when stacking puzzle pieces. Children begin to count ready for their move on to school.
- Children have opportunities for exciting physical play. They play inside an outdoor tent. Children transfer coloured rice using a small spoon, while looking for numbered bees hidden in a large container. They develop their large and small muscles and hand-to-eye coordination.
- The childminder teaches children to become increasingly independent in managing their personal needs. Children use a timer to help them to understand the length of time they need to wash their hands. The childminder gives guidance to younger children to support thorough handwashing, including in between their fingers.
- The childminder promotes healthy eating. Children enjoy a healthy and balanced diet of homemade food, vegetables and fresh fruit. They learn to use cutlery to eat their dinner. Children independently get their own water.
- The childminder has processes in place for the early identification of children with special educational needs and/or disabilities (SEND). She completes and reviews assessments in a timely manner. The childminder uses signs and symbols to communicate with non-verbal children so they can fully communicate their needs. Consequently, children with SEND make good progress.
- The childminder places high importance on professional development. She engages in continuous training to further develop her knowledge, improve practice and support children to meet their potential outcomes.
- Partnership with parents is effective. For example, she shares information on children's progress, learning in the home, how to keep their child healthy and safe, including the use of electronics and online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. The childminder has clear processes in place to safeguard children in the home and when out in the community. She completes appropriate regular risk assessments. There are clear processes for monitoring children's attendance and injuries. The childminder has a good knowledge of a range of safeguarding and child protection issues. She has very good knowledge on referral process if she has any concerns over a child's safety or welfare. The childminder is aware of the process to follow if concerns are raised about the care she provides.

What does the setting need to do to improve?

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

- help children to stay focused in their learning, such as by considering the learning environment and the number of resources available to them
- provide opportunities in the curriculum to focus on children learning the correct pronunciation of words.

Setting details

Unique reference number	EY458779
Local authority	Rotherham
Inspection number	10288916
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	15
Date of previous inspection	6 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Catcliffe area of Rotherham. The childminder operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She also provides weekend and overnight care by arrangement. The childminder is qualified at level 3, and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

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 setting.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.

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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