

Childminder report

Inspection date: 12 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from opportunities that greatly support their understanding of healthy choices and lifestyles. For example, they help to prepare their own food, which they eat for snacks and meals. The childminder provides healthy snacks, such as fruit. She plans daily outdoor activities, such as playing with balls and riding wheeled toys, to help to develop children's physical skills. Children demonstrate good self-help skills and learn to follow daily care routines. They wash their hands before meals and help to put their toys away.

The childminder checks her home each day to ensure that the environment and resources are safe and suitable for children. She sets very clear boundaries for all children and uses successful strategies to embed high expectations for behaviour. The childminder frequently reminds children about sharing and caring. She models respect and politeness in a consistent manner, such as saying 'please' and 'thank you'.

Children enjoy the activities that the childminder plans. For example, they quickly become captivated in putting pretend eyes and noses on plastic potatoes. Children use their small-muscle skills as they skilfully place the items where they want them. The childminder repeats simple words, such as 'nose' and 'tongue', to support children's communication and language skills. The childminder has high expectations for the children she cares for. Children have a positive approach to learning and are developing key skills well in readiness for their later move to school.

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

- The childminder demonstrates a good understanding of child development. She plans her curriculum effectively and ensures that it builds on what children know. For example, the childminder introduces different mathematical ideas to children as they play. They enjoy learning about number during a range of stimulating activities. Children count pegs and add them to tins. They talk about the size of items as they explore resources, learning the difference between small and large.
- The childminder is committed to promoting good-quality provision for children and their parents. She has attended various training courses, such as safe sleeping and weaning, to continue to develop her knowledge. The childminder has good links with other childminders. Together, they reflect on their practice and discuss ways to enhance children's learning.
- Parents speak highly of the childminder and comment that they feel confident that their children are being well cared for. They explain that they would highly recommend the childminder. However, the childminder does not always make the

most of opportunities to involve other settings and parents and carers in children's ongoing learning so that they can work together to help children to make even better progress.

- The childminder encourages children to develop high levels of independence, which contributes to their strong emotional security. For example, children put on their own coats and footwear in preparation for outdoor play. They serve themselves fruit for snack and learn to wash their hands.
- The childminder regularly evaluates her practice. She seeks the views of parents and children, such as through observation and discussion. This supports her to provide good levels of learning and care overall.
- Children develop some knowledge of the world around them. They enjoy walks and visits to local places of interest. This includes visits to a local library and a fruit and vegetable stall. These experiences help children to learn about their community. However, children have fewer opportunities to learn about different cultures and equality and diversity in the wider world.
- The childminder places a strong emphasis on children's communication and language. She models language effectively to younger children. For example, the childminder repeats words such as 'wiggle' when children play with strings of beads. The childminder repeats back sentences and skilfully questions children to encourage speech. She allows them time to respond and to develop their critical-thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements secure procedures to keep children safe. She continuously helps children to understand that there are rules and boundaries that help to keep them safe. For example, when out in the local community, the childminder teaches children about road safety. The childminder has attended training to keep her safeguarding knowledge up to date. She can recognise the signs that may indicate a child is at risk of harm. The childminder knows how to quickly meet children's needs in the event of a child protection concern.

What does the setting need to do to improve?

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

- improve systems for sharing children's learning intentions with other settings they attend and their parents to provide more continuity in their care and learning
- extend opportunities for children to further develop their awareness and understanding of culture, diversity and equality.

Setting details

Unique reference number	EY469148
Local authority	Rotherham
Inspection number	10304940
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2014 and lives in Rotherham. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 inspector observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to the children.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- 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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