

Childminder report

Inspection date: 27 May 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 are happy in this friendly and welcoming setting. They explore a wide variety of quality resources which are fully accessible. Children settle quickly and are confident, independent learners. They choose resources to lead their own play, showing that they are settled. For example, younger children become engrossed in a game where they use tweezers to put wooden bees into the corresponding holes. Older children enjoy using the pots and pans to cook their dinner in the role play kitchen. They have fun as they make cups of tea and cake for visitors. Children quickly develop their confidence and independence. For example, younger children are keen to feed themselves at mealtimes, and older children are beginning to use the toilet independently.

The childminder has high expectations for all children. She is a good role model and promotes positive behaviour. Children are encouraged to share resources with one another and use good manners. The childminder understands that some children have missed out on social interactions during the COVID-19 pandemic. She provides multiple opportunities to meet up with others and attend groups such as music sessions outside of the home. This helps to develop their confidence in social situations.

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

- The childminder places a strong focus on promoting children's communication and language skills. She uses a range of strategies to expand and improve their vocabulary. For example, she repeats back to the children what they have said to show they have been understood. Children enjoy exploring a range of fiction and non-fiction texts. They learn new words such as 'fierce' and 'scary'.
- Young children enjoy singing rhymes and songs. The childminder uses technology to support children's learning with great effect. Children instruct digital speakers to play music, as they dance and take part in action rhymes. They are excited, enthusiastic and eager to join in.
- Children have made secure attachments with the childminder, who cares for their emotional needs well. The childminder talks softly to children and gives them a reassuring cuddle if they are unsettled or tired. Children demonstrate that they feel safe in her care.
- The childminder provides opportunities for children to investigate and test out different ways of doing things. For example, children eagerly explore blocks of ice and use various methods to free objects frozen inside. One such example is hitting the ice with a hammer and melting it with water.
- Partnerships with parents are well established. For instance, parents are included in every aspect of their children's day, and are encouraged to continue children's learning at home. The childminder shares ideas and information about

children's progress, and has daily discussions through digital messaging. Parents describe the childminder as 'friendly and professional'.

- The childminder is reflective about her setting and the service which she has created. She seeks parents' views, for example from questionnaires, and takes account of their suggestions to identify areas for future development. The childminder has completed a range of training to extend her knowledge of teaching and learning further.
- Overall, the childminder provides a broad curriculum to teach children a good range of skills and knowledge. She observes and accurately assesses what children know and can do. The childminder uses children's interests to plan learning experiences. However, at times, the intention of what she wants children to learn is unclear. This means that she does not focus activities sharply enough on the specific knowledge that children need to learn.
- Children have plenty of opportunities for fresh air and exercise to help promote their good health. The childminder encourages parents to provide healthy and balanced packed lunches, and talks to the children about the benefits of nutritious food. Children are keen to go outside and play. They run around and climb and balance on equipment. However, occasionally, the childminder does not reinforce handwashing routines, for example before snack.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is also familiar with wider safeguarding issues, such as exposure to extremist views and behaviours. The childminder implements detailed policies and procedures to keep children and her home safe. She carries out daily safety checks to help reduce hazards and minimise accidents. The childminder visits familiar places and ensures that she supervises children at all times. She implements policies and procedures effectively to support her good practice.

What does the setting need to do to improve?

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

- focus more precisely on the intentions for children's learning, to help fully support their development at all times
- improve children's understanding of healthy lifestyles, with particular regard to handwashing routines.

Setting details

Unique reference number	EY474973
Local authority	Rotherham
Inspection number	10071872
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 2014 and lives in Hellaby, Rotherham. She operates during term time only from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector read through written feedback left by parents and took account of their views.
- The inspector carried out a joint observation of a group activity with the childminder.

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

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