

Childminder Report

Inspection date	26 February 2018
Previous inspection date	5 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The very experienced childminder has a good understanding of how children learn. She plans enjoyable activities to help children develop.
- Children form secure emotional attachments with the childminder. They develop a strong sense of belonging, which helps to successfully support their emotional well-being. Through their interactions with the childminder, children show that they are emotionally very secure. They go to her for hugs and cuddles.
- The childminder has good systems to monitor children's progress, so that any emerging gaps in their learning can be identified and quickly addressed.
- The childminder gathers comprehensive information when children first start. This supports her to effectively meet their care and learning needs. Parents are very complimentary about the childminder. For example, they comment on the range of outings in the locality, range of activities and how happy their children are.
- The childminder's provision is well organised. Children choose freely from an extensive range of toys and resources that promote their interests and stimulate their learning.

It is not yet outstanding because:

- On occasions, the childminder does not give children sufficient time to think and respond to questions and prompts, before providing the answer.
- Opportunities for the childminder's professional development are not sharply focused on improving her practice to an even higher level.

What the setting needs to do to improve further

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

- allow children the time they need to think and express their ideas, to enable them to respond to questions
- focus opportunities for professional development more precisely on raising the quality of teaching to the highest levels, to continually improve the already good outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took into account the views of parents spoken to on the day of the inspection and through written feedback provided.
- The inspector checked the safety of the premises and safeguarding information.

Inspector

Christine Walker

Inspection findings

Effectiveness of the leadership and management is good

Overall, the childminder extends her professional development. Mandatory training and contact with local authority professionals helps her to ensure that her procedures reflect current practise and legislation. The childminder regularly meets with other childminders in her local area. This helps her to reflect on and review her practice. As a result, the childminder has enhanced the rear garden to provide more learning opportunities. The arrangements for safeguarding are effective. The childminder has a good knowledge of how to keep children safe while in her care. She knows how to respond should she have any concerns about a child's welfare. The childminder's home and garden are safe and secure. Doors and gates are locked at all times when children are present. The addition of an intercom helps to further support their safety.

Quality of teaching, learning and assessment is good

The childminder uses her accurate assessments of children's learning to effectively support their good progress. On arrival, children settle quickly to their chosen activity. Overall, the childminder supports children's communication and language skills well. For example, she provides commentary during play, asks questions and encourages children to pronounce words correctly. She adjusts her language for younger children. For example, when she communicates with babies she clearly articulates single words and phrases, such as 'all gone'. The childminder sits with babies as they play and supervises them, so that they are safe. For example, when they pull themselves up from sitting to standing with the furniture, her hand is behind them in case they fall. Children have opportunities to develop small-muscle skills as they model dough and paint.

Personal development, behaviour and welfare are good

Children thrive in the nurturing environment that the childminder provides. She works in partnership with parents to make sure children's daily routines are followed. Children behave well. The childminder has clear expectations of behaviour, which she consistently reinforces. Children learn to accept the needs of others and begin to share and take turns. From an early age children access resources independently. For example, babies explore electronic toys and then move on to push the top down on the spinning top. The childminder encourages healthy lifestyles. Children have plenty of fresh air and exercise and they walk to school and local groups whenever possible. They enjoy playing in the childminder's garden or local park.

Outcomes for children are good

All children are learning the skills that prepare them well for the next stages in their learning, including their eventual move on to school. Children gain good levels of confidence and self-esteem. Older children develop good social skills as they mix with other children at different groups. They count confidently beyond 10 and are beginning to recognise shapes and colours. Babies increase their physical development as they learn to stand, crawl and explore.

Setting details

Unique reference number	303035
Local authority	Rotherham
Inspection number	1063919
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	5 September 2013
Telephone number	

The childminder registered in 1986 and lives in the Thorpe Hesley area of Rotherham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

