

Childminder report

Inspection date: 11 October 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 are happy, well cared for and settled in this homely environment. The setting is secure and well organised. The childminder sits among children on the floor as they play, which ensures that she is available to support and encourage them. Children choose a book and settle down on the childminder's lap. They turn the pages, point, smile and search for their favourite animals. Children return again and again to enjoy the closeness, and they learn to love books and reading.

The childminder provides lots of resources for children to choose from, which ensures that even the youngest children can make choices. The setting is calm, and there are few distractions, so children's language develops with ease. The childminder interprets children's emerging language and repeats phrases so that children feel valued and can hear the correct pronunciation. She encourages children to make animal noises, and they practise using their facial muscles and tongues to shape sounds.

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

- Children move freely from one activity to another. However, when providing resources and equipment, the childminder does not consistently consider how to encourage children to develop their own ideas and creativity further.
- The childminder has a dog and a bearded dragon. She encourages children to learn about the animals. Children are fascinated and eager to use language to express their interests.
- The childminder provides healthy meals and snacks and offers children fruit and vegetables at every meal. She eats with children at the table, making mealtimes a sociable occasion. Children are confident, helping to sort the plates, for example. They enjoy chopped fruit and use their emerging language and actions to encourage the childminder to use a spoon and to share their snack.
- Children have access to water throughout the day and are supported to wash their hands. The childminder asks before she wipes children's noses so that they are respected and feel valued as they learn about self-care. She carefully monitors sleeping children. The childminder chats gently to children as she changes their nappies, which helps them to feel safe and valued.
- The childminder supports diversity, such as in the books and resources she shares and during visits and outings in the community. Children make daily visits to school and to the local parks and shops. The childminder spends time with another childminder and visits the library and pre-school, where children socialise in larger groups and explore craft activities.
- Children play in the secure garden. The childminder explains how much children have learned about nature by growing tomatoes in the greenhouse. However, the childminder does not consistently engage children in independent and open-

ended play when they are outdoors.

- The childminder is knowledgeable about child development and the children in her care. She has a clear curriculum, which focuses on children being ready for school. The childminder places an emphasis on developing children's independence and social skills. She knows what children know and can do and what she wants them to learn next.
- The childminder gathers information from parents during settling-in visits and through a questionnaire. She knows children's interests and uses resources that engage children. The childminder listens to children and gives suggestions and instructions. However, she sometimes helps children too quickly before they have had enough time to think about and practise their emerging skills.
- The childminder develops good relationships with parents. She shares information in daily conversations and photos on an app. The childminder encourages parents to send updates, photos and information from home. Parents say that the childminder treats their children like part of the family. They say she is 'full of love' and offers plenty of learning opportunities. Parents appreciate the family atmosphere and say that their children are happy and safe.
- The childminder has links with the local early years support team. She knows where to get help and support, and she accesses online training. The childminder supports children's transitions by creating documents to share information with other settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of keeping children safe. She knows the types of abuse and can recognise the possible signs and symptoms of abuse. The childminder makes sure that she receives regular updates about local safeguarding procedures. She keeps an accurate record of contact numbers in her safeguarding policy. The childminder makes risk assessments of children's contact with animals and closely supervises children at all times. She recognises the importance of notifying Ofsted of changes. The childminder completes attendance registers each day. She records accidents, existing injuries and medication accurately.

What does the setting need to do to improve?

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

- support children to follow their creative play ideas further
- provide more opportunities for children to engage in independent play when they are playing outdoors
- give children more time to think and practise physical tasks so that they develop more confidence.

Setting details

Unique reference number	EY460987
Local authority	Rotherham
Inspection number	10301396
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	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2013 and lives in Rotherham. She has an early years qualification at level 3. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

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 showed the inspector the areas used for childminding and explained how her early years setting is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- Children interacted with the inspector during the inspection.
- The inspector observed play and interactions between children and the childminder.
- 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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