

Childminder report

Inspection date: 30 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with this warm and friendly childminder. They are learning how to keep themselves healthy. For example, they choose healthy snacks and know that they need to wash their hands before meals or when they have been outside. Children enjoy using puppets and toothbrushes to practise toothbrushing. In addition, children benefit from plenty of time outdoors through going on outings and walks in the community. They search for bugs and interesting objects in local woodland. They lift up logs and branches to see what they can find. Children are supported to develop their mathematical skills and have many opportunities to practise their counting skills. For example, children count as they go up the stairs and when they are putting out counters and cups in a matching game.

Children benefit from hearing familiar songs and rhymes. They laugh and join in as the childminder sings and models the actions of the songs. Children develop their social skills through interacting with other children during visits to local playgroups and activity sessions. This helps children to build their confidence and learn how to play alongside others. Children enjoy a range of opportunities to develop their physical skills. They use obstacle courses, sacks and logs, which helps them to learn how to climb, hop, jump and run.

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

- The childminder has high expectations for all children. She praises them when they do something well and sets clear boundaries. As a result, children behave well. They tidy away after themselves and are kind to their friends.
- The childminder knows children well and plans activities and opportunities that support children with their next steps in learning. In addition, the childminder also identifies when children may need additional support and uses her teaching skills to further develop all children's skills and knowledge. For example, she uses simple instructions for children who are beginning to develop their understanding of words.
- The childminder builds positive relationships with parents and finds out from them what their children already know and can do. The childminder then uses this to further support her in planning activities for children.
- The childminder understands how young children learn and embeds learning by practising skills through repeating activities. She then observes children and considers how she can challenge children to extend this learning further.
- Children are supported by the childminder to develop their independence. For example, the childminder provides child-friendly knives and cutlery so that children can cut up their own fruit. The childminder also supports children to become confident in completing tasks such as putting on their own coats and

shoes and selecting their own toys.

- The childminder supports children to become confident in their use of vocabulary. She does this by repeating words back to children, such as colours and objects on a card game. However, the childminder does not always give children enough time to answer the questions that she asks. This means that children do not always have the opportunity to develop their critical-thinking skills.
- Children with special educational needs and/or disabilities who require support from outside agencies are well supported by the childminder. She works effectively with partners such as health visitors to ensure that all children are receiving the interventions and curriculum that meet their needs.
- The childminder uses opportunities such as reading books with children to provide an environment which is rich in language. That being said, sometimes, she asks closed questions which limit responses from children. This means that, sometimes, conversations are ended quickly and children occasionally lose interest in the activity.
- The childminder is committed to her professional development and undertakes many training courses that are available to her. For example, she identified that the outdoor environment is one of the ways that she is helping children to develop their language and communication skills. The childminder has undertaken a training course focused on the outdoors and nature. After completing this training, she considered how this can be used to support children's language development. This has led to the childminder providing even more opportunities outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She provides a safe and secure environment and consistently uses risk assessments to ensure that children are protected from any potential hazards. The childminder has a good understanding of the potential signs and symptoms that a child may be suffering from harm, and she is clear about what she would do if she had any safeguarding concerns. The childminder takes extra care when taking children out in the community to ensure that children are safe. The childminder keeps her knowledge up to date by attending safeguarding refresher courses and gaining support from local authority advisers.

What does the setting need to do to improve?

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

- ensure that children are given enough time to answer questions to further develop their critical-thinking skills

- consider how the use of open-ended questions could enhance opportunities for children to maintain their interest in activities.

Setting details

Unique reference number	2606133
Local authority	Rotherham
Inspection number	10202581
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 10
Total number of places	2
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Rotherham, South Yorkshire. She operates all year round from 7.30am to 7pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Aimee Hill

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 her evaluation of the setting.
- The inspector carried out a learning walk with the childminder.
- The childminder took part in a joint observation with the inspector.
- The inspector held discussions with the childminder.
- The inspector observed the children.
- The inspector reviewed documentation.

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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