

Childminder report

Inspection date: 24 February 2025

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 settle easily and are happy and content in this setting. The childminder has created a homely environment where children feel relaxed and comfortable. Children enjoy freedom and space to play inside and outside. The childminder has a routine so that children know what is happening now and next. Children feel valued and arrive ready to play. The childminder supports them to learn to do things for themselves. Children take off their shoes and coats and hang them up.

The childminder places a focus in her curriculum on nurturing a love of books and reading with children. Children snuggle up to share familiar stories. The childminder skilfully draws children into the story and gives them opportunities to develop their understanding. Children remember what they have learned. They spot detail in the pictures and gleefully count and compare size in the story of 'Goldilocks and the Three Bears'.

Children are engaged in their play for prolonged periods of time. For example, they lie on their tummies as they explore small-world toys. Children use language to ask for help and the childminder provides opportunities for them to return to activities, such as matching animals. Children sit at the table to share healthy snacks. The childminder encourages them to make choices and use cutlery. Children have good manners and say 'please' and 'thank you'. The childminder understands children's emerging language and repeats back words, such as 'strawberries', so that children hear the correct pronunciation.

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

- The childminder speaks clearly and with affection. She is engaged and available for children. The childminder sits among children on the floor. Children talk about their friends and places they have visited. The childminder listens to children and asks questions. However, on occasion, she fills the gaps in interactions and asks another question before children have considered their answer and replied. This does not help children to consistently extend their conversational skills.
- The childminder wants children to be happy, confident and motivated to learn. She focuses the curriculum on children developing their independence and being ready for school. The childminder promotes children's communication and language through interactions, storytelling, music, crafts and outdoor play.
- The childminder observes children to find out what their interests are. She provides resources that interest children, help to develop key skills and explore their next steps in learning. For example, children practise physical skills and manipulation as they unlock doors on a toy.
- The childminder promotes diversity and inclusion, such as through interactions in

the community and on visits to school and playgroup. She provides displays, books and resources that feature people with different abilities and from different cultures and religions.

- Children's behaviour is excellent. They know where things are, choose what they want to use and put things away when they have finished.
- Children walk to school each day. They are familiar with the school and staff, and this supports their smooth transitions to school. The childminder networks in the community and with other childminders. Children make regular visits to playgroups and the local library. They explore new activities, enjoy group songs and socialise.
- The childminder builds excellent partnerships with parents and carers. She gathers information during conversations and settling-in visits. She knows children very well and has ambitious expectations of children. She knows what progress they are making and what she wants them to learn next.
- The childminder shares a two-way diary with parents. She encourages parents to share information from home, so that children's learning is focused. For example, children learn to recognise and name their feelings. They talk about being happy, sad and angry.
- Parents say that the childminder is exceptional. They say that she has developed a wonderful connection with parents and children, and that she always goes 'above and beyond' to support them. Parents comment that their children love attending and make excellent progress. They particularly appreciate the range of activities and the visits to groups and the library.
- The childminder is dedicated and well organised. She evaluates her practice and makes changes to meet the needs of specific children and families. The childminder uses online childminding groups to gather ideas about good practice and gains support from other professionals.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- leave more space during interactions with children so that they have time to understand, recall information and respond.

Setting details

Unique reference number	302964
Local authority	Rotherham
Inspection number	10380886
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	6
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 1995 and lives in the Brinsworth area of Rotherham. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used and explained how the provision is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed interactions between children and the childminder
- The inspector observed planned activities and children's play.
- The inspector took account of written feedback from parents.

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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