

Childminder report

Inspection date	27 June 2019
Previous inspection date	18 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children are very happy and confident. They form particularly strong attachments with the childminder. Children benefit from simple daily routines that help them feel secure and develop their independence.
- The childminder knows children very well. She makes regular assessments of what they can do and shares these with parents. The childminder plans activities to promote what children need to learn next.
- Children enjoy learning through their play. Older children have excellent social skills and independently create imaginary games with their friends. They talk in detail about where they are taking their baby dolls and what they need to take with them.
- The childminder has strong partnerships with the local school and nursery where children attend. She shares information about their development to help teachers get to know children quickly before they start.
- Children readily listen to instructions and quickly respond to simple boundaries. They know they need to put away the toys so they do not trip on them. The childminder gently reminds younger children not to climb on the furniture.
- Parents are very pleased with the good progress their children make. They particularly value the detailed information the childminder shares. Parents are kept well informed about what children enjoy doing and what they have been learning.
- Occasionally the childminder does not give children enough time to explore interesting materials and different media for themselves so they can lead their own investigations and solve problems.
- The childminder has not focused professional development precisely enough on teaching to raise the quality to the very highest level.

What the setting needs to do to improve further

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

- give children even more time to explore materials and different media for themselves so they can follow their own investigations and develop their problem-solving skills
- take advantage of highly focused professional development to raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact it had on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback they had provided. She spoke to children during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- The inspector viewed the areas of the house and garden the childminder uses.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The childminder makes good use of support from her local authority adviser to keep up to date and review her procedures. She continually evaluates the resources she offers children to make sure these reflect their changing interests. Since her last inspection, the childminder has improved the outdoor area so children can use it all year round. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She has attended training to refresh her knowledge and improve her understanding of wider safeguarding issues. The childminder gathers information from parents to find out what children can do before they start. She regularly reviews children's development over time to check they are making good progress.

Quality of teaching, learning and assessment is good

The childminder observes children carefully to find out what interests them. She plans activities to build on their interests and challenge their learning. The childminder asks children to select different colours of soft dough and to name the shapes of the cutters they are using. Children learn to count the items they make and the childminder sensitively helps them try again. The childminder adds toy cars to the soft dough to entice younger children to touch it. She provides good support for their early language skills. Children enjoy having their words repeated and copy the new words the childminder introduces. The childminder makes good use of her interactions with older children to help them think about what they are doing. She encourages children to talk about what they are making with soft dough and they watch as she shows them how to roll it out.

Personal development, behaviour and welfare are good

The childminder creates a very calm and welcoming environment. Children settle very quickly and thrive in her care. They learn to be kind to each other and share the favourite toys well. Older children are particularly skilled at creating role-play games with their friends and negotiating their different roles. The childminder works with parents to help children develop healthy eating habits. She makes sure they have a balanced diet through the day. The childminder encourages children to feed themselves and learn to drink from an open cup ready for starting at nursery and school. Children have opportunities in their play to learn about how they are both similar and different from other people. The childminder looks at books about other cultures with children and talks to them about the different languages they hear when they are out.

Outcomes for children are good

Children make good progress in their development and older children are well prepared for starting at nursery or school. They learn to count groups of objects and start to recognise some written numbers. Older children can form some of the letters in their name and use their excellent language skills to talk to the childminder. Younger children quickly build their vocabularies. They use gestures and single words to communicate effectively with the childminder. All children refine their physical skills as they learn to use different tools in their play.

Setting details

Unique reference number	302964
Local authority	Rotherham
Inspection number	10106090
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 August 2014

The childminder registered in 1995 and lives in the Brinsworth area of Rotherham. She operates Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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