

Childminder report

Inspection date: 15 October 2024

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's individuality is respected as they are encouraged to develop a key range of skills in support of their future learning. As the childminder chooses to only provide care for a small number of children, she purposefully plans outings to expose them to new social situations. For example, children are taken to different toddler groups to enable them to develop confidence as they play and interact with other children. Each group also provides additional opportunities for children to develop further skills. For example, one group focuses on singing and stories, which helps children to develop their communication, listening and attention skills. At another group, children develop their physical skills as they access soft-play resources.

Children feel emotionally secure in the childminder's care. She helps every child to achieve, as she actively supports them to learn through play. As she engages with them, she encourages them to explore and find their own answers. For example, children enjoy identifying a range of numbers that have been carefully set up on the colouring table. When children ask which number comes next, the childminder asks them to go to the number poster to see if they can find this out. Children review the poster and are encouraged to count along until they find the correct number. They proudly exclaim once they find this. They also return to the number poster later when they again want to find which number comes next.

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

- The childminder continually listens, responds and asks questions as children play. This helps to extend children's vocabulary as they engage in back-and-forth conversations.
- Children enjoy sitting and snuggling with the childminder when listening to stories. They freely access books and show skill as they retell popular stories from memory. As they turn each page, they discuss the pictures as they highlight what is going on in the story.
- The childminder plans interesting activities, which have a clear focus on what she wants children to learn. However, she does not consistently lead the activity so that children fully benefit from the learning intended.
- During a planned activity, children enjoy sorting objects by colour. They develop control as they use tweezers to pick and sort the objects. However, the childminder does not introduce children to the numbers she has carefully positioned within the activity or encourage them to count. While children's learning is promoted in some areas, the focus on supporting children to match their counting words with objects is not introduced.
- Children learn important safety messages during general play and routines. For example, the childminder helps children to safely navigate the steps when

accessing outdoor play. During walks, children are encouraged to learn how to cross the road safely. When travelling in the car, children learn the importance of not unfastening their seatbelts until the car has fully stopped.

- The childminder liaises closely with parents, sharing information to aid children's care and ongoing learning. However, engagement and sharing of information with other early years providers, when the care of children is shared, is in the early stages of development. For example, while information about children's care is exchanged, details about their ongoing learning and development are not. This means that the childminder is unable to complement effectively the learning children receive elsewhere.
- Children benefit from healthy meals and snacks. Their awareness of oral health is promoted through discussions and activities. The childminder encourages children to learn good hygiene practises. For example, children learn to place their hand over their mouth when coughing to prevent the spread of germs.
- The childminder places a strong focus on developing children's independence. She helps them to learn important skills, including independently accessing the toilet, feeding themselves and learning how to dress and undress themselves. Children learn to freely access tissues as they independently blow their own nose.
- Children behave well and are encouraged to develop good manners. The childminder acts as a positive role model, which helps children to feel respected, safe and settled in her care.

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:

- consider how to consistently lead planned activities so that children fully benefit from the intended learning on offer
- consider how to establish effective links and share more information with other early years providers, when children's care is shared.

Setting details

Unique reference number	303090
Local authority	Rotherham
Inspection number	10354845
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 1995 and lives in North Anston, near Sheffield. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The children spoke to, or communicated with, the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The parents shared their views of the childminding provision with the inspector.

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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