

Childminder report

Inspection date: 8 May 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 are comfortable and calm as the childminder welcomes them into the setting. They know what to expect, and feel safe and happy. Children sit together on the floor as they play a supermarket game with the childminder. The childminder is affectionate and playful. She helps children to take turns, make choices and remember items. Children are engaged and concentrate as they begin to understand the game. They are helpful and kind, and listen to each other and wait patiently for their turn. Younger children shuffle onto the childminder's lap as they play.

Children walk to school each day and spend time chatting and playing games with older children. The childminder takes children to visit local parks and play areas most mornings. Children use spoons to fill pots with compost and plant sunflower seeds. They explore the seeds and feel the texture of the compost. The childminder supports them to label and water the pots. She focuses the curriculum on developing children's skills to be ready for school. The childminder identifies the next steps in development for each child. She plans themed and sequenced activities for children. For example, the childminder provides lots of craft activities to help children to learn about springtime and growing.

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

- The childminder sits with children as they use cardboard shapes to make a collage of a sunflower. She is well prepared, which helps children to be settled, confident and take turns. The childminder names the parts of the flower and suggests how these should be placed. Younger children are totally engaged in exploring the glue stick. The childminder has high expectations of children. However, the childminder does not consistently adapt activities so that they meet the learning needs of children of different ages and stages. This means that at on occasions, younger children are not fully engaged in activities.
- The childminder observes children and monitors their progress. She knows each child well. The childminder provides a range of resources that interest each child, such as construction tools and goggles. She makes sure that she is available for all children and sits among them as they play and explore.
- The childminder provides a language-rich setting. She speaks clearly and models good language to children. The childminder is tuned in to each child and understands their emerging language. Overall, children develop new vocabulary and playfully repeat words, such as 'scissors' and 'goal post'. Occasionally, the childminder doesn't repeat words back to children, so that they know they have been understood and hear the words pronounced correctly.
- The childminder promotes healthy lifestyles. Children drink from their water bottles throughout the day. They wash their hands and sit together at the table

to eat fruit for snack. The childminder encourages children to make healthy choices and they discuss what fruits they enjoy.

- Parents speak highly of the childminder. They say that she is approachable and welcomes their text messages during the day. Parents report that their children always want to visit the childminder. They comment that their children are happy and make good progress, especially in language and communication. Parents appreciate the wide range of craft activities and visits to local parks and play centres that the childminder offers their children.
- The childminder shares information with parents in daily conversations and through a secure online app. She finds out about children in conversations with parents. The childminder offers lots of settling-in visits so that starting her setting is a smooth process for children. She manages children's transitions to other settings well. The childminder has developed excellent relationships with other childminders and with the local school. She has links with the local early years support team.
- The childminder offers books and resources that support inclusion and diversity. She talks to children about differences and teaches them about festivals, such as Eid.

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:

- strengthen the arrangements for adapting activities so that they consistently build on what children already know and can do
- build further upon good teaching practices by repeating the words children say, modelling correct pronunciation and showing children that they have been understood.

Setting details

Unique reference number	EY285626
Local authority	Rotherham
Inspection number	10335737
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	6
Number of children on roll	12
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder registered in 2004 and lives in Swallownest on the outskirts of Sheffield. She operates from 7.30am to 9am and 3pm to 5.30pm on Monday, and from 7.30am to 5.30pm on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early 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 childminder.
- The childminder showed the inspector around the areas used for childminding and explained how the early years setting is organised.
- The inspector observed play and interactions between children and the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector spoke to parents during the inspection.

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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