

Childminder report

Inspection date: 6 May 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 are happy and enjoy their time with the childminder in this family setting. Children settle quickly and arrive eager to play. The childminder creates an environment that is calm, welcoming and affectionate. She is constantly available for children. The childminder sits among children as they play, explore and learn. She plans an ambitious curriculum that focuses on children developing their communication and language, becoming confident learners and being ready for school. The childminder observes children and identifies their next steps in learning. She creates stimulating activities and experiences that follow children's interests. As a result, children are playful as they experiment with language. They excitedly remember and repeat the names of the dinosaurs and practise new vocabulary, such as 'pterodactyl.'

The childminder truly engages with children. She is interested in their play and development. The childminder gets to know children well, listens to them and adapts her interactions and questions to meet the stage of development and interests. As a result, children are confident learners and are eager to have a go at new tasks. Children develop their physical skills and manipulation, such as when they use a large pipette to fill bottles with water. The childminder demonstrates so that children learn to squeeze as they collect the water. She is patient and unhurried, so that children have time to explore, practise and achieve new skills.

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

- The childminder is well organised. Children benefit from a clear routine so that they know what is happening now and next. As a result, children are engaged, and their behaviour is excellent.
- The childminder recognises children's starting points in development. She supports them to develop their independence in everyday tasks, such as changing their clothes and using a beaker. However, on a few occasions, the childminder steps in and does things for children before inviting them to try for themselves, such as wiping their noses.
- The childminder is tuned in to children's emerging language. She understands what children say and responds to children's ideas. However, the childminder does not consistently repeat back children's emerging language so that they hear the correct pronunciation.
- The childminder encourages children to develop a love of books and stories. She offers comfy corners with book baskets where children settle and look at books. The childminder introduces literature into all areas of provision. For example, children explore books about building as they play in the construction area and read a story to the doll as they put her to bed.
- The childminder has close links with other professionals and networks with other

childminders to share good practice. She has established a good relationship with school. The childminder gathers information to inform her own practice. Children walk to school each day, and as a result, they are familiar with school and transitions are smooth.

- The childminder promotes diversity in her interactions with children and in the community. She provides books, role play and resources that represent different cultures, beliefs and ethnicities. Children enjoy crafts and different foods as they share celebrations, such as Diwali.
- The childminder's vision is to create a peaceful environment where children can learn without distraction. Children spend lots of time outside and make regular visits to the local library, parks, allotments and playgroup. They learn about the natural environment and wildlife. Children show an interest in the world around them. For example, they stop to listen to the woodpecker and a crow in the garden.
- The childminder shares information with parents in daily conversations, a diary and a learning journal on an app. She also shares information about initiatives, such as dental health. The childminder helps children to learn to brush their teeth.
- Parents are delighted with the childminder. They say that their children love coming and that they make remarkable progress, especially in their communication and language and confidence. Parents comment that the childminder shares lots of information. They particularly appreciate the photos of what their children have been doing.

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:

- develop children's independence further by supporting children to do even more for themselves, such as wiping their own noses
- support children to hear the correct pronunciation of words, such as by repeating back their emerging language.

Setting details

Unique reference number	EY311183
Local authority	Rotherham
Inspection number	10392951
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	1 to 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	29 October 2019

Information about this early years setting

The childminder registered in 2005 and lives in Rotherham. The childminder works with two assistants. She operates from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used and explained the curriculum and how the setting is organised.
- The inspector held a number of discussions with the childminder and her assistant.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between children and the childminder, and assessed the impact on children's learning.
- The childminder and the inspector made a joint observation of a planned activity during the inspection.
- The inspector observed play and planned activities, inside and outside.
- Parents shared their views of the setting with the inspector in discussion and in written feedback.

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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