

Childminder report

Inspection date: 27 November 2019

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

The childminder supports children's communication, language and literacy skills well. She speaks clearly and calmly, and uses age-appropriate language. The childminder makes learning fun and plays games with children to support their early reading development. For example, she places cards face down on the table and asks children to find the picture card that matches with the word 'bee'. Children give their attention to what the childminder says and respond appropriately to her requests. They turn the cards over and place picture cards together that show 'a bee by the tree'. Children continue with the game to find matching cards that show 'a frog on a log' and 'a sheep driving a jeep'. The childminder successfully encourages children to listen to the sounds within words and identify word parts, such as 'ee' and 'og'. She supports children to have the skills and knowledge they need for the next stage in their learning.

The childminder helps children to learn how to manage their feelings. She has clear and consistent boundaries so that children know the kind of behaviour she expects from them. Children enjoy the childminder's company in their play and cooperatively share and take turns as they engage in games with her. They show how they are happy, settled and feel safe in her care.

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

- Children have more opportunities to learn about the world. For example, they learn about weather, seasons and go on nature walks to search for bugs. They celebrate different festivals, such as Chinese New Year, and taste food such as sushi. The childminder has made good progress with the recommendations raised at the previous inspection.
- The childminder gathers initial information from parents about their child's current achievements to help her to understand what they can and cannot do. However, she does not routinely exchange detailed information to support children's learning at home and their rapid progress.
- The childminder knows what children are learning at other settings they attend. However, she does not regularly obtain information to inform her assessments and future planning to support continuity of learning more effectively.
- Children know the routine to wash their hands before eating and after toileting. The childminder has effective care practices that promote children's independence and understanding of safe hygiene procedures.
- The childminder takes children to the local field where they have space to run around. Children also go on outings to nearby museums, libraries and the beach. They have many opportunities to develop their physical skills, get daily fresh air and learn about their local community and wider world.
- The childminder cleverly introduces mathematics to all aspects of children's

learning. For example, when she supports children to make their healthy lunch, she draws their attention to shapes which emerge when she cuts the food in half and then into quarters.

- The childminder praises children's efforts, which helps to raise their self-esteem and confidence.
- The childminder observes children's play and plans activities that build on their current interests and what they need to learn next. For example, children enjoy a card game to support their interest in rhyming words. The childminder helps children to have positive attitudes to their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good awareness of current legislation, signs and symptoms of abuse, and wider issues surrounding child protection. She is knowledgeable about local safeguarding reporting procedures and understands her responsibility to protect children who may be at risk from harmful situations. The childminder knows the action to take in the event of an allegation against her or another member of her household. She has good procedures for the safe use of mobile phones, cameras and online technology. The childminder carries out regular risk assessments to ensure her premises are safe and suitable for children.

What does the setting need to do to improve?

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

- share information with parents more regularly about what children are learning to help them guide their children's learning at home
- extend partnerships with other early years settings that children attend and share a wider range of information to support continuity of learning further.

Setting details

Unique reference number	EY316980
Local authority	Rotherham
Inspection number	10071162
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 March 2015

Information about this early years setting

The childminder registered in 2005 and lives in the North Anston area of Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for children.

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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