

Childminder report

Inspection date: 29 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

Older children get books for their younger friends and invite them to sit on the little sofa in the playroom to look at the pictures. They are happy and kind, and they show respect and consideration to each other. Older children show their interest in dinosaurs and confidently name the 'Triceratops' and the 'Tyrannosaurus Rex' that they see in the book. They are confident to name characters and talk about events that happen in the story 'Goldilocks and the Three Bears' with visitors. Children sit on the childminder's knee to listen to stories and she reads with good intonation and speaks clearly. She repeats words so that children can listen to the pronunciation again and have a go at saying the word. The childminder provides resources such as story sacks for use in the setting and for children to take home. She places a good emphasis on supporting children's early literacy, communication and language skills and encourages parents to be involved in their child's learning.

The childminder has high expectations for children's behaviour. She keeps consistent boundaries and actively encourages children to use good manners. Children learn simple house rules that keep them safe, as well as the importance of being kind to each other, sharing and taking turns. This is reflected in their positive behaviour and conduct.

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

- The childminder regularly reviews the quality of her provision and changes the environment to meet children's interests and needs. Children have independent access to a wide range of resources that spark their interests and their enjoyment and engagement in self-chosen play.
- The childminder provides children with a stimulating home-from-home environment that successfully engages and motivates them to learn. Young children leave their parents with ease and settle very quickly into play with older children, who show kindness and care towards them. Children demonstrate that they are happy, safe and emotionally secure in the childminder's care.
- The childminder knows children well and she gathers detailed information about children's routines and what they already know and can do when they start. She makes regular assessments of children's learning, monitors their development well and uses the information to plan purposeful play. Children make good progress from their starting points.
- Children have exciting opportunities outside of the setting that expand their range of experiences. For example, they go to the local park, library, play centres and nearby farm. The childminder teaches children about people who help them and gives them opportunities to enhance their physical skills.
- The childminder has good relationships with other professionals. For example, she uses the same teaching techniques as teachers from the local school to

support children to learn to write their own name. This enhances children's early literacy development and their continuity of learning effectively.

- Children enjoy role play. For example, older children pretend to be a doctor and use a doll as their patient. Children engage in imaginative play based on their own first-hand experiences.
- The childminder has good working relationships with parents. She keeps them up to date with their children's development and shares what they have done each day. Parents report how they have seen good progress in their child's communication and language skills and social confidence since being in the childminder's care.
- Children follow good hygiene routines. They sit at the table with their friends to enjoy nutritious, well-balanced meals and snacks. They learn how to pull up zippers on items of clothing and to put on their coat. The childminder supports children's self-care, health and independence skills well.
- Although the childminder's teaching is good, she has not fully considered how she can extend children's learning even further to provide additional challenge and help them to achieve the highest levels of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She completes safeguarding training and can recognise possible signs and symptoms of child abuse. The childminder has a good awareness of current legislation and wider issues surrounding child protection. She knows the procedures to follow if she has a concern about a child's safety and welfare in her care. The childminder carries out regular risk assessments to ensure the premises are safe and suitable for children. Children are encouraged to keep themselves safe. For example, they know that they have to sit at the table when eating food.

What does the setting need to do to improve?

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

- identify how children's learning can be extended even further to provide additional challenge and help them to achieve the highest levels of learning.

Setting details

Unique reference number	EY348900
Local authority	Rotherham
Inspection number	10071863
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 13
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 July 2015

Information about this early years setting

The childminder registered in 2007. She lives in the Munbrough area of Rotherham. The childminder provides care all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 discussion and written feedback provided.
- The childminder showed the inspector around the areas of her home that are used by the children. They discussed how the childminder organises her setting and plans the experiences and opportunities on offer.

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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