

Childminder report

Inspection date: 29 April 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 happy, confident and engaged in this family setting. The childminder has great affection for the children in her care and she enjoys their company. She wants all children to feel part of the family and includes everyone. The childminder creates an environment that is happy and relaxed with few distractions. She listens to children as they experiment using their emerging language. As a result, children thrive and make good progress. Children are playful and demonstrate a sense of belonging in the setting. The childminder chats to children with playful affection as she changes their nappies so that they feel comfortable and secure during care routines.

The childminder observes children and creates activities that engage and interest them. For example, children explore the story of 'The Very Hungry Caterpillar' and use knitted props to feed a model caterpillar. The childminder sits among children on the floor as they play. She reads with enthusiasm and children enjoy the familiar story. The childminder asks questions and children point and count with delight. The childminder chats to children as they play in the sand tray. Young children practise extending their language by babbling and using new sounds. The childminder recognises children's progress and gives them praise and encouragement. She repeats back key words so that children can hear the correct pronunciation of words such as 'flower' and 'green leaf'.

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

- The childminder promotes children's oracy and literacy through songs and stories. Children are motivated, have fun and engage in activities. For instance, when children spontaneously begin to sing 'The Wheels on the Bus', the childminder catches the moment and encourages children to extend the song by asking, 'What do the babies do on the bus?'
- The childminder focuses the curriculum on developing children's confidence, personal skills and independence. The curriculum is coherently planned, sequenced and adapted for each child. The childminder believes that children learn through play. Children have access to a variety of resources. The childminder identifies which activities captivate each child. She gives children the opportunity to revisit and repeat learning experiences, such as playing in the sand and counting flowers.
- The childminder's interactions are affectionate and authentic. She interacts with a natural flow and children clearly like being with her. However, on some occasions, the childminder responds quickly, which does not give children the time to process information, make a decision and respond.
- Children regularly bake with the childminder. They walk to school daily and spend time outside each day in the garden or park. In the garden, children play

on a variety of wheeled toys. The childminder encourages children to take turns as they blow bubbles and throw balls. This helps to develop children's physical skills.

- Children learn to wash their hands before eating and after messy play. They talk about their toothbrushes and brushing their teeth. Children sit together at the table to share fruit for snack. The childminder is attentive while young children learn to use cutlery and feed themselves. She prepares wholesome meals and tries to add vegetables, such as lentils, to cottage pie. The childminder focuses on promoting healthy eating with children and supporting them to make healthy choices.
- The childminder is a member of a local childminding network. They meet weekly and work together to share good practice. The childminder has developed excellent relationships with other professionals and the local school. This offers continuity of care and supports children's transitions to school and other settings.
- The childminder has developed strong relationships with parents. She is empathetic and creative, and offers parents support and shares ideas. The childminder shares information in daily conversations. She shares updates, photos and ideas on a secure app. The childminder chooses to keep a folder of each child's progress, which she shares with parents.
- Parents comment that the childminder is an 'amazing childminder'. They say that she develops strong bonds with their children and that they appreciate the stimulating and homely environment she creates. Parents report that their children make good progress and that they especially appreciate the craft activities, baking and group sessions.

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:

- give children more time to think, make a decision and respond, such as by speaking more slowly in conversations.

Setting details

Unique reference number	EY356666
Local authority	Rotherham
Inspection number	10335549
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in the Maltby area of Rotherham. She operates all year round, from 7.30am until 5pm, Monday to 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 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 took account of the views of parents through written feedback provided.

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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