

Childminder report

Inspection date: 20 February 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 and safe with this warm and knowledgeable childminder. They build positive and lasting bonds with her. The youngest children sit happily with her as they play, laugh and clap. Older children tickle the childminder with feathers. They have fun and laugh together. Children follow instructions from the childminder and are respectful of each other. The childminder understands how children's social skills develop and adapts her practice to encourage children to behave well. The childminder focuses on teaching children to share and take turns. She helps them to resolve conflict. This is helping children to develop important skills that will help them when they move on to school.

The childminder supports children's language and communication skills. She shares books with children. They show interest as the childminder points out the characters in the books, such as the 'pink snake' and the 'mermaid'. Children talk about their favourite colours. The childminder adds on extra words. For example, she says, 'The green snake goes slowly.' The childminder points out features such as a 'moustache' and children copy the word. Children say, 'The mermaid is cold in the water,' and they mimic shivering as they say this. Children make good progress as they increase their vocabulary.

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

- The childminder finds out about children's existing skills and knowledge. She talks to parents and uses this information to plan her curriculum. This ensures that learning is based on what children already know and can do and builds upon this. She also considers children's interests so that children are more engaged in their learning.
- The childminder has developed her partnerships with parents and finds out about their home lives so that she knows what prior experiences children have. She provides children with a wide range of experiences, such as outdoor skill-based activities. She recognises that children need more help to develop their confidence and says that this helps them.
- The childminder considers the skills that children need by the time they go to school. She ensures that they can communicate their needs. She helps them to practise their independence skills. This ensures that children are ready for school and learn to be valued members of their communities.
- The childminder asks children for their ideas as they play. She asks them to describe what they are doing, using open-ended questions. This helps children to develop their own critical thinking skills.
- The childminder uses many opportunities to teach children some simple mathematical terms. She uses books as an opportunity to count with children as she counts the fish. She compares objects by size, pointing these out to

children. They make good progress in their mathematical development.

- The childminder provides opportunities for children to develop their fine motor skills. For example, children use their pincer grip to place pegs on the outside of a bucket. This helps children to develop the muscles in their hands and fingers.
- The childminder provides a balance of adult-led and child-initiated activities. However, occasionally, the organisation of adult-led activities and learning means that children become easily distracted and do not engage as much as they could. For example, there is too much being introduced at once so that children become distracted from what the childminder is trying to teach them.
- Parents say that they are supported to help their child's learning at home. In particular, they say that they are provided with nursery rhymes and books to share at home. Parents say that this has helped their children's language and communication development.
- The childminder evaluates her practice by observing children and monitoring their progress. However, she does not always reflect on her practice regularly while teaching to even further improve the quality of her teaching.
- The childminder does consider what training and development will best improve her practice. For example, she has accessed training to support children's communication and language development. She says that this has improved her own practice and contributed towards the good progress children make.

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:

- consider how adult-led activities can be planned to further increase children's levels of concentration
- reflect on own practice more regularly, with a clearer focus on teaching skills.

Setting details

Unique reference number	EY369126
Local authority	Rotherham
Inspection number	10312183
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	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in the Bramley area of Rotherham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Aimee Hill

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 premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from several parents during the inspection and took account of their views.

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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