

Childminder report

Inspection date	27 November 2018
Previous inspection date	7 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced childminder provides a warm and welcoming environment for children. She is extremely focused on meeting children's needs and knows them well. Children demonstrate a strong attachment to the childminder and readily turn to her for comfort and reassurance.
- The childminder plans a range of interesting activities that she knows the children will enjoy. She effectively observes and assesses what children know and can do, and uses this information to plan for the next steps in their learning. Children make good progress in their development.
- Children behave well and consistently use good manners. They treat each other kindly and show an awareness of each other's needs. For instance, older children ask younger children if they need a drink.
- Partnership with parents is strong and comments from parents indicate that they would highly recommend the setting. Many parents have a long association with the childminder, which is testimony to the wonderful care and support that children and their parents receive.
- At times, during adult-led activities, the enthusiastic childminder does not give children enough time to think about and respond to the questions she asks them.

What the setting needs to do to improve further

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

- strengthen the organisation of adult-led activities so that children have time to consider and respond to the specific questions asked.

Inspection activities

- The inspector observed the interactions between the childminder and the children, and assessed the impact on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documents, including risk assessments and safeguarding procedures.
- The childminder took account of the views of parents from their written comments on children's records.

Inspector

Jo Gogarty

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of the procedures to follow should she have any concerns about a child's welfare. She is confident in recognising any signs of abuse, such as unexplained injuries or changes in children's behaviour. The childminder completes detailed risk assessments for activities and outings, such as the walk to school. The childminder evaluates her practice and identifies areas where she needs further training to develop her practice further. The childminder makes good use of a range of communication methods to involve parents in their children's learning. She exchanges information and planning with the local primary school teacher. This supports continuity of learning as children move on to full-time school.

Quality of teaching, learning and assessment is good

Children are excited to explore and select from the activities that are available. The childminder interacts sensitively to extend children's knowledge and understanding as they play. For example, she points out the shapes and numbers on a musical telephone. Children show an understanding of simple mathematical concepts. This is demonstrated when they make a number line with large sponge tiles and describe that, 'it's getting longer and longer'. The childminder listens carefully to children as they talk. She consistently repeats what children say and adds new words to extend to their vocabulary even further. Younger children listen attentively to nursery rhymes and start to join in with the songs they know.

Personal development, behaviour and welfare are good

Children understand how to play collaboratively. They take turns as they complete puzzles or build a route for the toy cars. If children do squabble, the childminder gently intervenes to remind them how to share. Children are developing their independence. For example, they collect the resources needed for planned activities, and chop up their own strawberries and cheese for snack. The childminder consistently encourages children to do things for themselves, such as putting on their socks. She praises children when they succeed with tricky tasks. This helps to promote children's confidence and self esteem. The childminder provides advice to parents about toilet training and behaviour management to support continuity of care for children.

Outcomes for children are good

Children develop the skills that prepare them for the future. They recognise and attempt to write their own names on pictures as they draw. Children know the names of shapes and can recognise numbers on toys and displays in the setting. They enjoy looking at books and often take them home to share with their parents. Children talk about eating fruit to stay healthy and know about personal hygiene, such as washing their hands before lunch.

Setting details

Unique reference number	500646
Local authority	Rotherham
Inspection number	10069703
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 November 2014

The childminder registered in 2001. She operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and provides funded early education for children aged two, three and four years.

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