

Childminder report

Inspection date: 18 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children grow into confident learners as they are nurtured by the childminder's thoughtful support. She listens carefully to children and gives them lots of time to express themselves in their own way. Children build secure attachments with her and her co-childminder that help them feel safe. The childminder has a good understanding of how to support children's overall well-being. She is keen to make sure children become independent, ready for their next stage in learning. Children behave well and show they can think about the needs of others.

The childminder has high expectations of what children can learn. She continually challenges children as they play to learn new vocabulary and count objects accurately. Although the childminder knows children well, she is currently reviewing how she checks children's progress to make sure it is highly effective. Children delight in singing their favourite songs and the childminder encourages all children to participate. Older children bravely sing songs on their own and are proud of what they can do. The childminder is well qualified and regularly introduces new ideas for activities. However, since she registered, she has not taken advantage of in-depth and highly focused professional development.

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

- Children love to join in with singing time. The childminder makes good use of props and puppets to entice children to take part. Children watch and listen carefully as she sings a new song. They are then keen to show her what they can do and can take turns with other children.
- The childminder provides a variety of opportunities to challenge and improve children's physical skills. She has researched and introduced simple yoga exercises that help children learn to move their bodies in different ways. Children become engrossed as they use their fingers to move catches, switches and pegs attached to a board of curious objects.
- Children's learning is expertly extended as they play. The childminder uses a wide range of strategies to reinforce and expand what children can do. She times her interactions with children well to make sure they are ready and waits for children to respond. For example, older children quickly rise to the challenge of helping the childminder to count.
- The childminder works closely with parents to find out what children like to play with at home. She provides toys that build on children's interests and support them to play with what they know. They enjoy playing with baby dolls and pretending to make cups of tea. Older children pretend to be the childminder and teach her how to count.
- Children are valued as individuals and develop a sense of belonging. The childminder encourages children to listen to each other so they can hear about

what their friends do at the weekend. Children build strong relationships with their friends. They look at photos of children who are not there that day and talk about them as they play.

- The childminder and her co-childminder have close links to the local school and nursery. They find out what children have been learning at school and build on this in their setting.
- The childminder has a good knowledge of each child and identifies some of what they need to learn next. She works with her co-childminder to plan and evaluate activities to promote children's learning. Although the childminder checks children's development over time, her methods are not always highly efficient and robust.
- The childminder has used some training to keep up to date with new guidance and local procedures. However, professional development has not been precisely focused on further strengthening a deep understanding of high-quality teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She uses her experience to make sure she is alert to any issues that would impact on children's overall well-being. The childminder keeps up to date with local procedures and maintains her safeguarding training. She knows what action she would need to take if an allegation was made against her or her co-childminder.

What does the setting need to do to improve?

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

- further develop methods for reviewing children's progress so they are both quick to use and rigorous
- make the most of professional development that focuses on strengthening a deep understanding of very high-quality teaching.

Setting details

Unique reference number	EY548619
Local authority	Rotherham
Inspection number	10107376
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and works from the home of her co-childminder who lives in Whiston, Rotherham. She operates all year round from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 5pm on Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 5 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alison Byers

Inspection activities

- The inspector observed the childminder and children playing together. She evaluated the quality of teaching with the childminder.
- The childminder described to the inspector how she organises her setting and how she decides what children need to learn next.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living and working on the premises. She also discussed the childminder's safeguarding procedures.
- Parents provided written letters about the service the childminder provides. The inspector took their views into account. She spoke to children during the inspection.
- The inspector observed daily routines and viewed the areas of the premises used for childminding.

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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