

Childminder report

Inspection date: 24 September 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

The childminder's friendly and cheerful personality contributes strongly to children's positive levels of happiness and well-being. She forms strong bonds with children and their families from the start of their time in her care. She quickly gets to know children's interests and enthusiasms. This helps them to settle in, feel safe and make a good start to their learning. The childminder provides a comfortable and homely environment which suits babies, toddlers and older children alike. Children behave well. The childminder reflects parents' care routines in her daily practice to provide consistency and security. She speaks with gentle clarity to babies and children and praises their achievements constantly. Children are inquisitive. They enjoy listening to the well-told stories the childminder reads to them, although they cannot always access books for themselves. The childminder has high expectations for all aspects of her practice. She has rigorous procedures to build on her knowledge and understanding and to evaluate the quality of her work. She plans interesting and engaging activities to promote all areas of children's development, but occasionally does not fully extend their learning. Parents are very positive about the childminder's care and appreciate the thorough and regular information she provides.

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

- Children develop the skills needed for their future learning. She strongly promotes their independence and curiosity. For example, children regularly choose the toys they would like to play with and organise their own activities. They learn to share, take turns and listen to others.
- The childminder supports children's communication and language development well. She skillfully asks questions and encourages children to form their own ideas and express themselves. Children enjoy many songs, rhymes and stories during the session, overall.
- Children make good progress in all their learning. The childminder reinforces what children need to learn next throughout their play. She knows when to intervene and when to leave children to develop their own ideas. For example, she inspires children to sort toy food and kitchen utensils, linked to a story about a tiger who comes to tea. This promotes their mathematical skills, language development and appreciation of healthy eating.
- The childminder is very reflective. She is part of a network of childminders who meet weekly to share ideas and training. The childminder undertakes a wide range of online and face-to-face training to support development. This has a strong impact on promoting children's healthy lifestyles and social skills.
- The childminder works well with parents. She keeps them extremely well informed about their children's progress through the daily diaries and regular reports.

- The childminder is a positive role model. She builds strong relationships with children. This helps to support their emotional well-being and good behaviour. She constantly models politeness and consideration and expects the children to do the same. Regular visits to playgroups, local parks and other places of interest help to support children's social and physical development.
- The childminder works closely with other settings children attend to develop consistent support for children's learning and development. She helps children to make a smooth transfer to school.
- The quality of teaching is good. The childminder works closely with parents when children first start to find out about children's care routines, such as sleep patterns, dietary needs and interests. She uses accurate observations of children's play to help identify their next steps for learning and plan exciting and interesting activities. Occasionally, however, the childminder's organisation of group activities, such as baking, does not support all children's stage of development to further extend their learning.
- The childminder reads stories in a very engaging way, helping children to talk about what will happen next. She inspires them by choosing books which are matched to their interests and understanding. However, books are not stored in a way which is easily accessible to all children, particularly the younger ones.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse. She knows who to contact should she have any concerns about a child's welfare. The childminder is committed to ensuring her knowledge and skills are kept up to date. For example, she attends regular training and is proactive in developing her understanding of wider safeguarding issues. Her home is safe and well maintained.

What does the setting need to do to improve?

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

- improve children's ease of access to a wide range of age-appropriate books during their play
- build on the planning and organisation of group activities to ensure they meet the learning needs of all children involved more effectively.

Setting details

Unique reference number	EY408601
Local authority	Sheffield
Inspection number	10071896
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	12 October 2015

Information about this early years setting

The childminder registered in 2010 and lives in Sheffield. She operates Monday to Friday from 8am until 6pm, during term time only. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. He 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 gathered the views of parents from written evidence.

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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