

# Childminder report

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Inspection date: 30 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 behave well. They learn to play alongside others and share their toys. For example, they make sure that other children have enough play dough to finish their modelling. The childminder praises children and values their achievements. Children show good levels of self-esteem and are clearly proud of what they can do. The experienced childminder provides a stimulating and nurturing environment for children to play and learn in. Children freely access resources that support all areas of learning. They have many choices in their play. Children are very happy and settled in the care of this warm and caring childminder. The childminder knows children well and motivates them through their interests and enthusiasms. She understands how children learn and develop and has high expectations. The childminder makes regular observations of what children know and can do to make sure that they are challenged and engaged. She plans activities which follow children's interests and take account of what they need to learn next. Children have positive attitudes to their learning and concentrate well. The childminder supports children's social skills well through regular visits to parks, playgroups and other places of interest. However, she occasionally misses opportunities to further extend children's independence. The childminder supports children's communication and language skills well.

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

- The childminder is ambitious for the children in her care and prepares them well for the next stage in their learning. She works closely with other settings children attend. Parents comment on the smooth transition children make to school and the guidance she offers.
- The childminder regularly meets with other childminders so that children can play together, build friendships and try new activities. She shares her knowledge and experience of teaching and learning with the other childminders. This complements the training she undertakes to constantly develop her provision.
- The childminder promotes children's speaking and listening skills well. For example, she sings a wide range of nursery rhymes and songs with them to extend their vocabulary. This encourages children's enjoyment of new words and sounds.
- Children achieve skills and knowledge across all areas of their learning. The childminder gathers information from parents on children's likes and dislikes to help develop their learning. For example, she makes good use of children's enjoyment of muddy play to help develop their understanding of shape and measure. The childminder provides a rich vocabulary to describe the sensory experience.
- The childminder works well with parents. She keeps them extremely well informed about their children's progress through sharing diaries, regular reports

and progress checks at age two. Parents speak very highly of all aspects of the childminder's care. They are very positive about the guidance they receive, such as support for toilet training and developing eating routines.

- The childminder helps children to achieve well in their personal skills, overall. She helps them to be persistent. For instance, children identify written numbers and match them to toy ducks while they sing 'Five Little Ducks'. Children of different ages learn to play together. Older children show younger ones how to complete activities. However, sometimes the childminder provides too much help for children, such as when they tidy up. This limits their independence.
- The childminder is a positive role model. She forms strong bonds with the children. This helps to support their emotional well-being and good behaviour. She constantly models politeness and consideration and expects the children to follow her example.
- The childminder reads in a very engaging way. This helps children to appreciate the language and to anticipate what will happen next. She inspires them by choosing books which are well illustrated and are closely aligned to their interests and understanding. There is a good range of books to support children to develop their knowledge of the world around them and different cultures and beliefs.
- Children's physical skills are promoted well. They enjoy moving to action rhymes and songs and playing on toy vehicles in the childminder's garden. Children visit parks and local play areas and often go for walks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. 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:**

- build on opportunities for children to do things for themselves, such as tidying away as they complete tasks, to further strengthen their independence.

## Setting details

<b>Unique reference number</b>	300051
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10106224
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	10 June 2015

## Information about this early years setting

The childminder registered in 1995 and lives in Sheffield. She operates from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Andrew Clark

### Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and inspector reflected together on children's learning during their play.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. He took account of the views of parents and older children from written statements available.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living on the premises.

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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