

# Childminder report

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Inspection date: 7 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly and are happy and safe in the childminder's home. The childminder provides children with many outdoor and exciting experiences, including daily visits to the woods, trips to the mosque and train rides to Hathersage. These activities significantly enhance children's good health and wider learning opportunities across all areas of the curriculum. The childminder provides activities which help children to understand what makes them unique. For example, children explore hearing aids and learn that some people need these to hear. This helps them to understand the differences between themselves and others.

The childminder shares books with the children every day and they visit the library regularly. She helps them to be independent and confident to make choices. Children's language skills develop quickly. The childminder extends their vocabulary by asking questions about the books they share. For example, she asks, 'Do you know which planet that is, with the craters?' Children exclaim, 'It's the moon'. The childminder encourages children to make healthy eating choices at snack time and helps them to learn self-care routines. For example, children wash their hands independently before eating. Their behaviour is good. The childminder praises children when they make the right choices and say 'please' and 'thank you'.

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

- The childminder provides a wide range of exciting and stimulating activities that support children's learning in all areas of the curriculum. For example, she encourages children's creativity, mark-making and small-muscle skills. The childminder introduces small letter tiles for children to create words and provides tweezers for them to pick up weights.
- The childminder encourages children's urge to explore. The environment is organised to meet the needs of the different ages of children she cares for, to promote their independence and individual interests.
- Mathematical learning is incorporated into a wide variety of activities. Children use mathematical language as they create rockets using shapes, identifying diamonds, squares and circles. They build houses and sheds from wooden blocks and estimate, weigh and count using bucket scales.
- The childminder knows the children well and understands what she needs to do next to help them move on to their next stage of learning. She gathers information about what children know and can do when they join her setting. The childminder completes a daily diary for each child, which is shared with parents each day. Parents are encouraged to contribute and the childminder uses this information to inform her planning and assessments.
- Children's emotional security and development of their unique character are supported very well by the childminder. For example, children talk about how

they feel and what they need. They can confidently explain how they are different to one another.

- The childminder supports children's communication and language skills. She models new words to children, repeats back the sounds that babies make and talks to children, asking questions while they play. However, sometimes the childminder does not give children enough time to answer and find a solution independently.
- The childminder has forged strong links with other providers in her area who help to support her in her work. She also works in partnerships with other settings that children attend to maintain continuity in their learning.
- The childminder teaches children to take appropriate risks and challenges. For example, when they toast marshmallows, children blow on them before they eat them, as they understand that the fire has made them hot.
- The childminder places a strong focus on building children's social skills. She encourages children's good behaviour and to have a positive attitude to their learning. The childminder treats children with kindness and respect. She helps children to learn skills that contribute to their next stage in learning, including school.
- The childminder reflects on her practice and the service she provides. She thinks carefully about the environment, her resources and how children use them. After realising that young children could not access some areas outdoors, the childminder has renovated the outside area. This has ensured that all children can now explore all the areas outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains an up-to-date knowledge of safeguarding through regular training. The childminder knows how to identify if a child is at risk of harm. She is fully informed of her local safeguarding procedures and the steps to take to protect children's well-being. The childminder monitors children when inside and outside of the setting. Adults living on the premises have had the appropriate checks completed.

## What does the setting need to do to improve?

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

- give children more time to answer questions, so that they can begin to solve problems independently.

## Setting details

<b>Unique reference number</b>	EY251848
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10069724
<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>	0 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	20 October 2014

## Information about this early years setting

The childminder registered in 2003 and lives in Sheffield. She operates from 7am to 6pm Monday to Thursday and from 8am to 4pm on Friday, all year round, except bank holidays and family holidays. The childminder provides early education for two- and three-year-old funded children.

## Information about this inspection

### Inspector

Helen Sanders

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed children's play and the childminder's interactions. She discussed with the childminder what she intends children to learn.
- The inspector discussed with the childminder how she evaluates her service.
- The inspector viewed written feedback from parents.
- The inspector discussed with the childminder her curriculum and how she plans for children's learning and progress.

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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