

# Childminder report

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Inspection date: 21 November 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 have fun in a safe, secure environment. Children's good behaviour is promoted through positive reinforcement. The childminder helps children to respect the clear boundaries she sets within her home, which also helps them to stay safe. For example, children play in an open-plan kitchen-diner area. The childminder supervises children, reinforcing simple rules that they are not to go up the small step into the kitchen area. As a young child approaches the step, the childminder uses the child's name and gently asks what they are doing. The child looks at the childminder and sees she is shaking her head. The child immediately responds to this simple, yet effective action, and happily moves off to play with their toys.

The childminder engages in children's play, successfully promoting their ongoing learning. For example, babies have great fun exploring a cardboard box. They develop their physical skills as the childminder helps them to climb in and out of the box. Their imagination and exploration skills are promoted as the childminder rolls cars into the box. The babies enjoy searching for these, showing delight as they find and complete this action again and again. Children's early writing skills and creativity are promoted as they enjoy using chunky crayons to make marks as they colour the box.

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

- The childminder works in partnership with parents and other providers, sharing and exchanging clear information. This ensures children's individual needs are met and their learning is continually promoted. The childminder gathers key information about children's prior knowledge and skills when they first start. This enables her to build on children's prior learning from home. Where the care of children is shared with other providers, the childminder obtains information on their future planning for these children. This enables her to provide additional experiences based on these plans, which complements children's ongoing learning.
- Children feel settled and secure in the childminder's care. The childminder encourages parents and their children to attend settling-in sessions before they officially start. This helps the child to get to know the childminder and develop a secure bond with her so that they feel emotionally secure.
- The childminder supports children to develop their self-care skills. When children independently access the toilet located on the first floor, they are supported to learn how to safely negotiate the stairs. The childminder broadens children's experiences by taking them on trips to the park and to places of interest, like museums.
- The childminder continually evaluates the quality of her provision, adapting and making improvements where necessary. This ensures children continue to

benefit from good standards of care. The childminder does undertake training, however, this is predominantly based on maintaining her safeguarding knowledge and first-aid certificate. She has yet to consider training and professional development opportunities to further improve the quality of her teaching.

- Children's communication and language skills are promoted well. The childminder continually talks to children as they play, discussing and describing what they are doing. A range of books are freely accessible to all children. Babies enjoy sitting on the childminder's knee looking through simple picture books with her. The childminder points to each picture as she says the associated word. Babies babble back to the childminder and excitedly turn the pages as they continue to look through the book together.
- The childminder monitors each child's development to ensure that they are progressing well within all areas of learning. She effectively organises her environment each day with a range of resources and activities based on children's interests. When caring for children of differing ages, older children can play with small-scale toys in the adjoining lounge area. This ensures all children's developmental needs are met and maintains younger children's safety.
- The childminder encourages children to count and identify colours as they play with bricks. As children build a tower, the childminder introduces children to a range of mathematical language. She describes how the tower is getting bigger and the green brick is going on top of the yellow square brick.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant and supervises children well. She is aware of the possible indicators of abuse and understands the procedures to follow if she has a concern about a child. The childminder also understands the risks associated with children being drawn into holding extreme views and behaviours. Older children are supervised closely when they use technology devices they have brought from home. The childminder ensures they have parental controls set up on their devices and she limits the amount of time they use these for. Furthermore, she ensures that children know they are not allowed to use their devices to take photographs while they are in her care.

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

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

- expand professional development opportunities so that they are more focused on raising the quality of teaching, so that children's learning is supported to the highest level.

## Setting details

<b>Unique reference number</b>	EY357975
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10065780
<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>	27 August 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Sheffield. She operates all year round from 7.30am to 5pm, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Melanie Arnold

### Inspection activities

- The childminder explained to the inspector how she organises the environment for children to support their learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. Parents' views were gathered through written feedback.
- The inspector and childminder evaluated the play experiences provided for the children during the inspection.
- A range of documents were sampled during the inspection, including training certificates, public liability and car insurance documentation.

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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