

# Childminder report

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

### The provision is good

Children have secure attachments with the kind, caring and nurturing childminder. They are happy in her care and enjoy their time at the setting. Children are able to direct their own play and choose what they would like to do from the wide selection of activities on offer. The childminder takes time to get to know the children in her care well and finds out what makes them unique. She uses children's interests when planning activities to make their learning exciting and fun. Children enjoy a welcoming, stimulating and homely environment where they can explore. Children adore crawling inside a home-made den to share stories with the childminder. They listen eagerly as the childminder relates the stories to children's own experiences.

The childminder is a good role model and has high expectations for all children. She encourages good behaviour and teaches children right from wrong. Children are well behaved and polite. They say 'please' and 'thank you', and demonstrate good table manners. Children are confident and self-assured individuals. They develop friendships and play cooperatively together. Children laugh and giggle with the childminder and each other. They talk happily about what gifts they would like to receive from Father Christmas.

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

- The childminder has considered children's individual needs when organising her setting. She provides children with a space to relax and enjoy quiet activities, such as reading, puzzles and games. She also provides a livelier space for them to play creatively and explore.
- The childminder observes children as they play and assesses their learning and development. She identifies any gaps in children's learning and plans activities to help to close these swiftly. The childminder incorporates children's interests into her activities to engage them and to foster their love of learning.
- Overall, the childminder supports children's communication and language development well. Children enjoy listening to stories and the childminder uses this as an opportunity to extend their knowledge. She listens carefully to children and introduces new vocabulary. However, on occasion, she does not leave enough time for children to think and respond to questions before moving on to the next.
- The childminder is positive as she interacts with children and offers them plenty of praise and encouragement. She supports children to be independent and to test out different ways to do things. For example, children peel stickers to add to their Christmas-tree creations. This helps to support their small-muscle skills and hand-to-eye coordination.
- Children learn about the world around them and people who are different

through the well-planned activities on offer. The childminder uses everyday experiences as learning opportunities. For instance, children learn about Christmas around the world as they celebrate each other's cultures and customs.

- Children's physical development and health are promoted well. Children enjoy a wide range of meals and plenty of fresh fruit and vegetables as part of a healthy diet. They are active and spend time outside daily.
- Children's independence is supported well. They practise self-care skills, such as washing their own hands, wiping their own nose and brushing their teeth.
- The childminder has established close working relationships with additional settings that children attend. She regularly shares information with them about children's learning and development. She follows a similar curriculum to the local school so that she can enhance what children are learning.
- Parents are happy and feel that children benefit from the wide range of activities the childminder provides. They say they are kept well informed about what their children are doing and learning. They receive daily updates and children's learning files.
- The childminder keeps her knowledge and skills up to date through completing regular training. She shares good practice and activity ideas with other childminders to keep her setting exciting and fun for children.
- The childminder reflects on the activities she provides for the children in her care. However, she has not identified specific strengths and areas for improvement across the setting as a whole.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe. She regularly risk assesses her environment and minimises any potential hazards. She teaches children about being safe in her home and on outings. The childminder keeps her safeguarding knowledge up to date. She is aware of what signs and symptoms might indicate a child is at risk of harm. The childminder knows the correct procedures to follow and who to contact should she have any concerns about children's safety or welfare.

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

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

- provide children with time to think and respond to questions before moving to the next, to support their communication skills further
- develop the use of self-evaluation to identify the strengths and priorities for development across all aspects of the provision.

## Setting details

<b>Unique reference number</b>	EY546304
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10101870
<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>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Sheffield. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. She has a relevant level 3 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Cotton

### Inspection activities

- The inspector and childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was carried out by the inspector and childminder.
- The inspector spoke to and interacted with children during the inspection.
- Parents' views were considered through discussions and written feedback provided.
- The inspector held a number of discussions with the childminder throughout the inspection. She looked at a sample of documentation, including evidence of the suitability of persons living in the household.

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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