

Childminder report

Inspection date: 8 January 2020

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 provides a warm, welcoming environment where children feel happy and safe. She forms close attachments with children and is responsive to their individual needs. Furthermore, she encourages children and regularly praises them for their achievements. This helps to promote confidence in their abilities and supports their emotional well-being.

Children display good levels of self-esteem and are well behaved. The childminder provides them with suitable choices in their play from a wide variety of good-quality resources. This enables children to make their own decisions and express their ideas, and they show good levels of engagement in activities. For example, children enthusiastically join in with action songs and rhymes. They like to take part in playing and investigating the noises the musical instruments make.

The childminder has high expectations and listens extremely well to children. She supports their learning, joins in with their play and extends their ideas. Children are motivated and keen learners who build up skills and concentrate well for their age. The childminder provides opportunities to support children's developing interest in being creative and communicating their own thoughts. Children love making pictures using water and paper and exploring the different colours they make.

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

- The childminder has developed good procedures to get to know the children's capabilities when they first attend her setting. She works closely with parents to gather relevant information and undertakes observations of the children to identify their starting points.
- The childminder completes regular observations and assessments of children's learning and development. She uses this information to make plans based around children's interests. The childminder has efficient systems in place to identify and address gaps in children's learning. Children make good progress for their age and stage of development in all areas of learning. They receive valuable support from the childminder, helping to prepare them well for their future move to nursery or school.
- Partnerships with parents are strong. The childminder keeps parents informed about children's achievements and their care. For example, she holds daily discussions and shares her observations with parents regularly. In addition, the childminder asks parents what their child is doing at home. This helps parents to be fully involved in their children's learning. Parents state they really like the high level of detailed information they receive about their child's achievements.
- Children have good opportunities to develop their mathematical skills. The childminder creates activities to help children learn to count and to recognise

shapes and numbers. Children relish sorting shapes and spend long periods of time trying to thread them on coloured strings. This helps to develop their problem-solving and small-muscle skills.

- The childminder models language well. She gives precise, clear and detailed explanations to children. This develops children's growing vocabulary and speech. Children adore books and delight in making the corresponding animal noises to the stories the childminder reads.
- Children develop good self-help skills. For example, they get their own drinks when they are thirsty and feed themselves at mealtimes. Children have fresh air and exercise on a daily basis. They like outings to the park and the local woods.
- The childminder successfully reflects on her own abilities and gathers the views of the parents to help her make wider improvements to her practice. She has plans in place to carry out the local authority audit of the service she provides. The childminder takes part in regular training to further develop her knowledge and skills.
- The childminder takes children to playgroups in order to help to develop their social skills. However, she does not consistently make the best of opportunities to increase children's awareness of the differences and similarities between themselves, their families and others in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her role in helping to protect children from possible harm and the procedures to follow should she have concerns about their safety. She ensures that her knowledge is up to date and in line with current guidelines and legislation. For example, she attends training and carries out research on the early years safeguarding website. The childminder provides a safe learning environment and conducts detailed risk assessments to minimise potential hazards in her home. The childminder helps children to gain an awareness of how to keep safe.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their understanding of other cultures and backgrounds of people in the community and wider world.

Setting details

Unique reference number	300483
Local authority	Sheffield
Inspection number	10072754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 January 2016

Information about this early years setting

The childminder registered in 1999 and lives in Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She 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 took account of the views of parents through written feedback provided.

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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