

Childminder report

Inspection date: 23 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

Children's personal, social and emotional development is fostered particularly well by the childminder. Children develop strong bonds with her. They go to her if they need reassurance and enjoy a cuddle, for example, when they are unsure of a new person entering the home as the inspector arrives. This helps them to feel safe.

Children behave well. The childminder offers children lots of praise to build their self-esteem. She explains how to use equipment safely as she tells children to be careful not to trap their fingers in the flaps of the interactive toy. Children cooperate well together. They learn to share resources and are kind to the other children that attend. For example, they share the animal shapes with other children so they can post them through the matching shaped holes together, when playing with the toy ark.

Children are beginning to develop good concentration skills as they manipulate and roll dough to make a snowman. They learn how to operate equipment safely as the childminder shows them how to cut a banana. Children use the knife themselves and focus well, competently chopping the banana into pieces for themselves and other children.

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

- The childminder plans what she wants children to learn, based on an accurate understanding of their individual progress. She ensures they have access to a wide range of activities that they enjoy. She plans activities based on children's interests. Children also have freedom to choose things that they like, as they bring out the tub of dinosaurs, or ask for the play dough, which the childminder gets out for them.
- Children receive a range of healthy snacks throughout the day. For example, they enjoy eating crackers, grapes and bananas. They have a good range of opportunities to access fresh air and physical play, which supports their health and well-being. They visit the park and other groups where they can develop their large-muscle control, while learning to balance and climb.
- Risk assessments are effective and the childminder ensures that her home is safe for children. She ensures the home is secure to prevent intruders. Cleaning products are stored out of children's reach. There is appropriate fire detection equipment in place, and toys and resources are in good condition.
- The childminder is not consistent in helping children to learn the importance of effective hygiene routines, such as washing their hands, and the reasons for these.
- The childminder has regular discussions with parents about their child's development. She gathers effective information from parents when children first

start attending, so she has all the information she needs to meet their individual care and learning needs. Parents comment positively on the care their children receive. They explain how well their children have developed since being in the care of the childminder.

- The childminder does not provide children with good access to a range of resources and activities that reflect diversity, so they learn to value the similarities and differences between themselves and others.
- There are few opportunities for children to enjoy singing with the childminder as part of everyday interactions with children. When the childminder does start singing rhymes, she does not continue with this when children show their interest in songs. She does not consistently help children to recognise and practise the starting sound of words to promote their speech effectively.
- Children have good opportunities to explore technological toys. They thoroughly enjoy investigating the different sounds toys make as they spin the dials, press the buttons and lift the flaps. The childminder supports them well as they explore. She provides commentary as children play and introduces them to new words, as she challenges them to turn, push and slide different parts of the toy.

Safeguarding

The arrangements for safeguarding are effective.

Children are protected well by the childminder. She knows about the different types of abuse that children can suffer. She has a good understanding of the changes to look for in children that may indicate that they are suffering some form of abuse. The childminder has updated her knowledge by completing training in this area since the last inspection. She has an appropriate policy to follow should she have concerns about a child in her care and understands who to contact to ensure children get the support they need.

What does the setting need to do to improve?

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

- strengthen children's communication and language, for example, by providing more opportunities for children to enjoy singing and supporting them to practise the sounds different letters represent
- extend children's opportunities to value diversity and develop a positive attitude to the similarities and difference between themselves and others
- build children's knowledge of the importance of good routines of personal hygiene.

Setting details

Unique reference number	300063
Local authority	Sheffield
Inspection number	10072751
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	8
Date of previous inspection	8 March 2016

Information about this early years setting

The childminder registered in 1997 and lives in Sheffield. She operates her service all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Duncan Gill

Inspection activities

- The inspector observed the quality of education and how the provider plans what she wants children to learn.
- The inspector viewed a range of documentation, including policies and certificates of training.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector talked to the childminder and children throughout the inspection.

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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