

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children behave well. There are clear and well-established daily routines that help them feel emotionally secure. The childminder encourages children's independence well. For example, they choose what they would like to play with, and tidy away after themselves before starting something else. The childminder is skilled in supporting children in all areas of their learning. She has high expectations for children and is keen for them to succeed. The childminder prepares them well for the next stage of their learning, including starting school. Children are happy and settled in this friendly and stimulating setting. They enjoy many interesting and fun activities. For example, children have their own treasure boxes with objects matched to their interests to engage and motivate them. Children are provided with rich experiences outside the setting. They learn about the world beyond their own through frequent trips and walks around the local area. For example, they enjoy visits to parks, museums and attend local toddler groups. There is a strong focus on developing children's social skills and providing them with opportunities to meet and play with others. The childminder helps children to take care of themselves and feel safe. For example, they learn how to recognise safe places to cross the road and to look out for traffic.

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

- The childminder knows the children she cares for well. She makes accurate ongoing assessments of what they already know and need to learn next. The childminder uses this information effectively to build on children's knowledge and skills. For example, she introduces new animal shapes as children model with play dough to extend their knowledge and vocabulary.
- Children are polite and show thoughtfulness towards others. For example, they wait their turn during their games and listen to others. Children know the daily routines and follow them well. They mix well with members of the childminder's family. The childminder helps children to understand the differences and similarities in their immediate and wider communities. For example, children learn about different cultures and countries through their artwork and role play.
- The childminder forms strong relationships with parents. She works closely with parents to help children settle smoothly into her provision. The childminder provides good guidance and support for children's toilet training and their other developmental stages. She keeps parents well informed of their children's progress through regular and detailed feedback in diaries and discussions. Parents strongly recommend her service.
- The childminder works closely with other settings that children attend to provide continuity in their care. For example, she discusses the books, stories and themes that children are studying at nursery and reflects this in her own practice. This contributes strongly to continuity in children's learning and

personal development.

- Children love listening to the well-read stories that are central to the childminder's routines. They follow the characters closely and anticipate what will happen next. The childminder provides a range of opportunities for children to develop their mark-making skills. They create shapes in mud, dough and sand and have many painting experiences. However, opportunities during activities to extend children's emerging recognition of letters and words are less well established.
- The childminder is well qualified and keen to consistently develop. She has a clear vision for the service she provides. The childminder makes good use of opportunities to meet with other childminders and early years professionals to extend and enrich her knowledge. She routinely reflects on her planning and organisation to improve her provision.
- Children learn to appreciate and enjoy a healthy lifestyle. The childminder introduces them to many well prepared and nutritious healthy meals. She ensures that they have daily opportunities for fresh air and physical activity. The childminder recognises, however, that she could develop the outdoor area further to extend the range of learning experiences.
- The childminder constantly reinforces children's mathematical knowledge. For example, they count the monsters in the story that they are listening to and work out 'one more' or 'one less'. Children name the shapes that they play with in their modelling work and compare lengths of spaghetti.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thoroughly understands the signs that may indicate a child is at risk. She makes sure that she undertakes regular training to keep her knowledge up to date. The childminder acts on the guidance from local authority representatives and the local safeguarding website. She places a very strong emphasis on keeping children safe. The childminder strongly reassures parents that she will be sensitive to their children's needs and will always act upon them. She checks that her home is free from hazards and involves children in considering their own safe play.

What does the setting need to do to improve?

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

- extend the range of opportunities for children to develop their recognition of letters and words
- build on the opportunities to further extend the range of learning experiences outdoors.

Setting details

Unique reference number	EY552218
Local authority	Sheffield
Inspection number	10143633
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Meersbrook, Sheffield. The childminder holds qualified teacher status. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and inspector reflected on activities together.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence the suitability of those living on the premises.
- The inspector took into account the written views of parents.

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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