

Childminder report

Inspection date: 12 February 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 have lots of fun as they play in the safe, secure home. They regularly enjoy playing outside, where they engage in a wide range of interesting experiences. This helps to promote children's all-round development. For example, children enjoy filling and emptying watering cans and using paint brushes with water to make marks on the floor and on the play house. They break bread up to feed the birds and the childminder has small planting boxes where children learn how to plant and grow fruits like strawberries.

Children's curiosity is promoted as the childminder plans a range of hands-on learning opportunities for them to engage in. Activities are also re-visited to build on children's prior learning. For example, children previously enjoyed exploring the feel of ice and used play hammers to break the ice up. When the activity is provided again, children recall how they used the play hammers as they excitedly go off in search of these. The childminder adds tubes for children to use with the ice. The children explore what happens when they put the ice down the tube and they also learn that large pieces of ice will not fit down the tube. As children play, they are consistently encouraged to behave well, to share and take turns.

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

- Children feel emotionally secure and confident in the childminder's care. They are supported in their play as the childminder follows their lead and engages in their chosen play experiences. The childminder monitors children's progress, also using this information to identify and plan for each child's next steps in learning. This ensures all children are supported to develop key skills, which prepares them well for their eventual move on to school.
- Children interact and play well with their peers. Minor disagreements over toys are sensitively managed, with children being encouraged to learn how to share. Children are extremely polite and well-mannered as they consistently say please and thank you.
- Children request to listen to their favourite rhymes and songs. The childminder plays the relevant disc, which also has an associated book. Children use this book as they look to see which song comes next. To enhance the experience, the childminder provides children with a range of props to use as they listen to each song. Children's communication and language skills are promoted as they enjoy singing along to each rhyme.
- The childminder plans purposeful trips for children. For example, regular outings to play groups are planned to extend children's social interactions, as well as providing them with access to a wider range of activities. Trips to indoor soft play areas are used to increase children's physical skills and provide more challenging experiences.

- Children's understanding of number and counting is not as effectively supported during their play as the other areas of learning. The childminder continually talks to children and asks relevant questions as they play. This successfully supports their ongoing communication and language skills. The childminder has recently increased opportunities for children to develop their independence. For example, children are now provided with plastic knives, which they use to chop their fruit into smaller pieces at snack time.
- When exploring ice, children decide to transport the broken ice to the play kitchen. They carefully fill a bottle with the ice and enjoy shaking this. Another child then introduces a toy dinosaur into their play. They explore and use their imagination as they feed the dinosaur the ice. They laugh as they learn that the dinosaur's teeth have crushed the ice into smaller pieces.
- Children enjoy looking at books together. They discuss between them what they can see in each picture. When one of them points to a dinosaur and identifies this by name, the other child confirms that they like this dinosaur. When the children point to a star, the childminder seizes the opportunity to enhance the experience by encouraging them to sing 'twinkle, twinkle little star'.
- The childminder accesses a range of training opportunities, which helps her to maintain her knowledge and skills. This ensures children continue to benefit from good care, learning and development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is effectively maintained as the childminder identifies and minimises potential hazards. Children are supervised well during inside play and during any outings. The childminder advises children what to do or what not to do, to keep them safe. However, she does not always explain about the possible consequences of their actions to help them to learn effectively about possible risks and how they can keep themselves safe. The childminder has a good understanding of child protection procedures and, through training, she ensures her knowledge of safeguarding children remains up-to-date.

What does the setting need to do to improve?

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

- provide more opportunities to enhance children's understanding of numbers and counting during their play
- help children to gain an effective understanding of when they might be at risk so that they learn to take their own action to stay safe and know where to get support where needed.

Setting details

Unique reference number	EY257343
Local authority	Sheffield
Inspection number	10073190
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2003 and lives in Oughtibridge, near Sheffield. She operates her provision all year round from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder explained to the inspector how she organises her home and supports children's learning and development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and childminder evaluated the quality of teaching and children's learning during an activity delivered by the childminder.
- A range of documents were sampled during the inspection, including training and insurance certificates.

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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