

# Childminder report

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Inspection date: 20 February 2020

<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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children's physical development is supported particularly well by the childminder. She ensures that children get regular opportunities to play outside in the fresh air, as well as going on trips to the park so they can practise their balancing and climbing skills. The childminder encourages children to practise using their small-muscle skills and complete tasks for themselves. For example, she encourages children to put the lids on the play dough pots. This is tricky but children keep trying until they have achieved this, showing good perseverance.

Children feel secure and have developed good relationships with the childminder and each other. They enjoy playing and talking with the childminder, and sharing their experiences with her. Children develop a caring attitude towards each other and are keen to help out. For example, when younger children finish their grapes and ask for more, older children say, 'I will get them'. They get down from their own chair to collect the plate and then return this to younger children with more grapes on. Children's individual needs are met well by the childminder. She recognises when children are tired and asks them if they want a rest. From a young age, children learn to take care of themselves as they acknowledge they are tired and have a sleep.

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

- The childminder plans the resources and environment well. Writing equipment is in different areas so that children can independently practise mark making. Equipment is openly accessible to children and they enjoy being creative. They show good control as they spread glue on their crowns and add stickers to decorate these.
- Children begin to learn about safe practices. The childminder reminds children to be careful not to bang their heads as they pick things up from under the table. She explains to them that they need to finish their food before getting off their chairs so that they do not choke. Children show their understanding of safety as they close drawers once they have finished with them.
- The childminder promotes children's language development very well. She talks to young children throughout the day and during their routines. She asks children about what they are doing and repeats new words so that they can extend their vocabulary. The childminder reads stories to children and they sit and listen well as they hear about 'Postman Bear'.
- Children have lots of opportunities to be independent. They know their environment really well as they get out toys and equipment that interest them. They are keen to do things for themselves as they concentrate on peeling an orange. Children learn to take care of themselves and they explain that you need to have your coat on when you go outside when it is cold.

- The childminder observes children at play and uses this information to assess how they are developing. However, she does not review this information consistently to help enrich the curriculum she plans.
- Children learn the importance of healthy practices as they wash their hands before eating. They know to roll up their sleeves, use soap and rinse their hands, before drying them and putting their paper towels in the bin. The childminder talks about the food that children eat so that they understand the importance of a balanced diet. Children enjoy eating fruit for snack and have water readily accessible throughout the day.
- Parents are involved well in their children's care and learning. The childminder ensures that she gathers all the information she needs about each child's routines and needs before they start. She involves parents in initial assessments of children's learning and provides regular updates as children's development progresses. The childminder sends parents photographs of their children at play, and she provides information and ideas about how they can support their children's learning at home.
- The childminder does not always use effective questioning during activities to help children extend their knowledge, for example to help them learn about different colours.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard the children in her care. She regularly completes training, such as advanced safeguarding training, to build on her knowledge of a wide range of topics. She is confident in discussing a range of safeguarding issues and the signs of abuse that children may display. The childminder knows who to contact if she has any concerns to ensure children get the support they need. She understands the importance of documenting any concerns and she keeps all the required documentation to underpin children's health and safety.

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

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

- strengthen questioning to help children extend their knowledge and use their thinking skills
- monitor children's learning and achievements more closely and use this information to enrich the activities planned across the curriculum.

## Setting details

<b>Unique reference number</b>	EY310848
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10117390
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	13 July 2015

## Information about this early years setting

The childminder registered in 2005 and lives in Sheffield. She operates all year round, Monday to Thursday from 7.30am to 6pm and on Friday from 3pm to 5pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Duncan Gill

### Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked the safety of the premises. He looked at relevant documentation that the childminder uses to ensure the safety and welfare of the children.
- The inspector discussed how the childminder plans the curriculum to support children's learning.

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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