

Childminder report

Inspection date: 26 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly with the kind and nurturing childminder. She knows children well and provides a range of exciting activities to support their learning. For example, the childminder is aware that children love throwing objects. She provides a range of coloured beanbags and children enjoy throwing them into a basket. To extend children's learning, the childminder introduces counting and encourages them to identify shapes and colours. Children are happy, safe and secure in the childminder's care. They demonstrate high levels of self-control and perseverance as they play. For example, toddlers post pom-poms through tubes. Children keep on trying hard, even when the pom-poms get stuck. Children use their critical-thinking skills and work out how to move the pom-poms. Children's behaviour is impeccable as they play alongside each other. Even the youngest children share resources and take turns extremely well. The childminder has high expectations of all children in her care, encouraging them to do things for themselves. For example, very young children find their belongings and are beginning to attempt to dress themselves. Children are very well prepared for their next stage in learning and for the eventual move on to school.

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

- The experienced childminder has a good understanding of how children learn. She provides a rich selection of resources and a wide range of experiences that engage children's interest and curiosity. For example, children investigate pine cones, using magnifying glasses and notice how their shadows move. As a result, children are keen and motivated learners who are very eager to explore and investigate.
- The childminder carries out effective observations and assessments of children. She monitors their progress closely, to check that there are no gaps in their learning.
- Children's behaviour is exemplary. They understand the rules of the setting and demonstrate good manners as they respond politely to the childminder and each other. Children work alongside each other harmoniously. They show high levels of confidence and a positive attitude to learning.
- The childminder supports children's language and communication skills very well. For example, she plays alongside children, speaks clearly and provides them with a running commentary of what they are doing. She introduces new words, such as 'bow' and 'twisty' as the children investigate pasta. Furthermore, the childminder uses good eye contact and asks children questions to further extend their vocabulary.
- The childminder is dedicated to extending her professional development through attending training and researching online. She has recently attended training to help her support children's language and communication skills. Overall, the

childminder evaluates her practice well. However, she has not yet identified ways to include all parents' and children's views and suggestions about how to improve her provision in her self-evaluation.

- The childminder provides children with a range of healthy snacks. She gives consistent messages to children about keeping healthy and the importance of exercise. Furthermore, the childminder provides children with a rich set of experiences that promote an excellent understanding of the community. Children visit the library, the winter gardens and explore the local community. This helps children to understand people and communities beyond their own.
- The childminder captures young children's interest through books and they enjoy listening to familiar songs and rhymes. Children listen intently to stories and enjoy how the childminder reads with enthusiasm, changing her tone to become a character. Children enjoy recalling parts of their favourite stories. For example, they talk about how the gingerbread man is 'grumpy'. Toddlers point to pictures on books and say new words, such as 'bridge'. This helps to support their early literacy skills.
- Partnerships with parents are good. The childminder gathers a wealth of information from parents when children first start at the setting. The childminder talks to parents daily about their children's achievements. The childminder shares ideas of activities with parents so they can carry these out at home. Parents comment that 'children thrive in her care' and that the childminder is 'wonderful'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps her safeguarding knowledge up to date through regular training and researching online. This means that she keeps up to date with wider safeguarding issues. For instance, the childminder is fully aware of the need to prevent children from being drawn into extremism and radicalisation. The childminder is confident of the procedures to follow, should she have any concerns about a child's welfare. She completes robust risk assessments for her home and any outings she takes children on. This helps to ensure that children remain safe in her care.

What does the setting need to do to improve?

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

- build on self-evaluation and identify key areas for improvement, taking into account the views of children and parents to enhance the provision even further.

Setting details

Unique reference number	EY387286
Local authority	Sheffield
Inspection number	10071205
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 May 2015

Information about this early years setting

The childminder registered in 2009 and lives in the Meersbrook area of Sheffield. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector and the childminder observed and evaluated an activity.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including 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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