

Childminder report

Inspection date:

27 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

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 are happy and ready to learn in the exciting and stimulating environment. Planning and assessments of children's development are robust. The childminder routinely observes children and identifies the next steps in their learning. She plans activities based on children's stage of development and their interests. For example, the childminder introduces a painting activity using dinosaurs. She skilfully weaves mathematics into the activity. For instance, the childminder encourages children to compare the 'big' and 'small' dinosaurs. Furthermore, children count the number of footprints that the dinosaurs leave on the page. Children feel safe and secure with the caring childminder. They cuddle up to the childminder and listen to her read. She successfully supports their language development by repeating words and encouraging children to predict what is going to happen next. Furthermore, the childminder introduces new words such as 'stethoscope' as children play imaginatively. The childminder has high expectations for children's behaviour. She gently reminds them of the rules and boundaries in her home. Children are polite, behave well and know what is expected of them. The childminder offers a range of visits and outings to widen their knowledge of communities beyond their own. Children regularly visit local attractions, such as castles and butterfly world.

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

- Children demonstrate high levels of self-control and perseverance as they play. For example, they manipulate jigsaw pieces until they find the right place. However, occasionally, in her eagerness to support children, the childminder intervenes. She does not consistently encourage children to have a go themselves, which means they miss opportunities to think and problem-solve themselves.
- Children regularly play in the garden and visit soft play centres. This helps to develop their physical skills. Furthermore, children attend local playgroups and meet with other childminders' children. This helps children to gain confidence and develop good social skills. Children's behaviour is good, and their self-esteem and confidence are high. The childminder is vigilant when she takes children on outings. She talks to them about road safety. This helps children to develop an understanding of how to keep themselves safe.
- The childminder understands the importance of self-evaluation, to support her to make ongoing improvements to the quality of her practice. She continually looks for ways to improve her provision. However, the childminder has not focused her professional development on raising the quality of her teaching to an even higher level.
- The childminder works well with parents. She takes time to settle children in gradually, spending time with families before they start at the setting. The

childminder gathers vital information from them about what their children can do when they first start the setting. This helps the childminder to plan effectively for children from the very beginning. Information is exchanged on a daily basis, and parents are fully informed about their children's care, learning and development. Parents are very complimentary about the childminder. They comment that they are 'very fortunate' to have her as a childminder.

- Good partnerships are in place with other settings that children attend. The childminder regularly shares information about children's development. This helps to promote continuity of care and learning.
- The childminder promotes children's healthy lifestyles well. She provides children with nutritious snacks and drinks. The childminder makes full use of opportunities to develop children's understanding of healthy lifestyles. Children have good opportunities to take care of animals. The childminder supports them to look after the family guinea pigs. Children take care as they feed and stroke them. Good attention is given towards supporting children's health and well-being. The childminder encourages children to wash their hands after touching the animals and before eating.
- Children are becoming independent and take care of their own needs, such as feeding themselves at mealtimes and helping to tidy away equipment and resources. They are encouraged to put on their shoes and coats. This helps to develop the skills they need for their future learning, including the eventual move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children. She can identify signs that would give her cause for concern. The childminder is fully aware of the reporting procedures she must follow should she have a concern. She knows what to do if an allegation were to be made against her or a family member. The childminder has recently attended training to update her knowledge of wider safeguarding issues, such as the 'Prevent' duty guidance. She uses daily checks and risk assessments to reduce hazards that help to ensure children's safety.

What does the setting need to do to improve?

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

- encourage children's thinking and problem-solving skills by supporting them to have a go themselves
- enhance the programme of professional development, to raise teaching skills to an even higher level.

Setting details

Unique reference number	EY298418
Local authority	Sheffield
Inspection number	10065775
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	25 September 2015

Information about this early years setting

The childminder registered in 2004 and lives in Sheffield. She operates all year round from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- An activity was jointly evaluated by the inspector and the childminder.
- The inspector observed interactions between the childminder and children.
- A range of documentation was viewed by the inspector, including safeguarding policies, training certificates, public liability insurance certificate and children's learning journeys.
- 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 held a number of discussions with the childminder. She looked at evidence of the suitability of persons living in the household.

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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