

Childminder report

Inspection date: 12 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend with the childminder. They are affectionate towards her and welcome her company. Children share a warm and loving relationship with the childminder. This helps them to feel safe and secure. Children are confident around visitors and are keen to share their toys with them. They know they are well cared for. Children understand that they can safely explore their environment in the setting, or on the many woodland and park visits they have.

Children are curious and eager to participate in the many activities that the childminder presents to them. They make good progress during the time they spend with her and are keen to learn. The childminder has high expectations for children's success. Children enjoy using the many new and unusual words the childminder introduces them to. For example, they investigate the 'gills' of the 'fungi' that they find on their nature walks or the 'veins' in the autumn leaves. The childminder models and repeats the words to help children remember them.

Children learn to be independent and to make decisions. They choose from the healthy snack options that the childminder presents to them. Children enjoy spreading butter on their toast independently. Children are polite, well behaved and learn to share and take turns.

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

- The childminder promotes children's social skills well. For example, she plans careful steps to steadily introduce children, especially those who have had limited contact with others due to the COVID-19 pandemic, to a wider community. Children meet up with other local childminders and their minded children. This helps children to make relationships and socialise in a bigger group of children.
- The childminder encourages children to call out each other's names, such as when they roll a toy car to each other. She teaches children a wide range of songs, which they cheerfully sing as they walk along to the park. At all times, the childminder speaks to children in a clear and engaging way and promotes their communication skills well, overall. Occasionally, however, she does not ensure that all children are fully supported when older and more articulate children take the lead in discussions.
- The childminder strongly encourages children's love of books. She chooses books carefully, which support children's interests, and extend their vocabularies and language skills. Children enjoy listening to well-read stories. They join in with key phrases and relish saying new words, such as 'nocturnal' or repeating animal sounds. Children make good use of reference books and cards to identify

plants and animals during their woodland adventures.

- The childminder, occasionally, works with registered assistants and offers them good support, guidance and coaching to ensure that children's needs are met well.
- The ambitious childminder reflects on her provision closely and is keen to consistently develop her practice. She completes regular training, research and shares ideas with other professionals. The childminder has a strong commitment to imaginative outdoor learning and provides training and support to other childminders.
- The childminder teaches children about their feelings from an early age. Children discuss what makes them feel happy and sad. This helps them to manage their own emotions. Children's behaviour is good. They follow the childminder's instructions and guidance well.
- Parents are thrilled with the service the childminder provides. They praise the strong bonds that the childminder forms with their children and the regular communication they receive. Parents particularly welcome the many opportunities their children have to play outdoors and learn about the natural world.
- The childminder is rigorous in ensuring that all children in her care achieve well. She identifies any gaps in children's learning and development at an early stage. The childminder shares information with other settings which children attend. For example, she provides diaries and holds regular discussions with staff. This ensures that care and support is consistent and helps children to make progress.
- The childminder contributes to children's health and well-being in many ways. She provides many opportunities for children to be physically active, such as daily walks, running and climbing games. The childminder talks about healthy eating at snack and lunchtimes. She also provides guidance to parents to help them to provide healthy meals at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she has a concern about a child's welfare. She attends safeguarding training and has a good knowledge of the signs that children may be at risk of harm. The childminder understands possible indicators that a child or family may be at risk of being drawn into extremist behaviours. She teaches children about road safety and reinforces this on their regular walks. The childminder involves children in assessing and understanding the risks in all their play.

What does the setting need to do to improve?

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

- strengthen planning to make sure that all children are fully engaged and challenged during their activities.

Setting details

Unique reference number	2511353
Local authority	Sheffield
Inspection number	10206544
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Greystones, Sheffield. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education and discussed the childminder's teaching practice.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector looked at children's records and a range of other documents, including policies and procedures.
- Parents sent letters which the inspector reviewed in order to obtain their views on the service that the childminder provides. He also spoke with one parent.
- The inspector viewed the areas of the childminder's home and garden that children use.

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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