

Childminder report

Inspection date: 23 March 2022

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

The childminder and co-childminder have created a highly nurturing home-from-home environment. The childminder places the individual needs of children at the centre of everything she does and considers their overall well-being. Since the start of the COVID-19 pandemic, the childminder has placed a sharp focus on supporting children's social development. Children often go to the childminder for reassurance and cuddles. They laugh and giggle with her during activities. As a result, children develop extremely close attachments with the childminder, showing that they feel very safe and happy. Children play and explore with great confidence and independence.

The childminder has clear intentions for children's learning. She consistently promotes these through her interactions. For instance, the childminder aims to widen children's vocabulary. She introduces new words during children's activities. When creating volcanoes during play, children learn words, such as, 'erupt' and 'lava'. Children love listening to stories. The childminder reads in a way that makes stories exciting and children are engrossed from beginning to end. There are always books accessible for children to choose independently. The childminder ensures that books that link to children's current interests, such as dinosaurs, are available. Children learn how books can support their understanding of the world.

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

- The childminder is a dedicated practitioner. Together with her co-childminder and assistant, she regularly reflects on the quality of their provision. The childminder attends a wide range of training to increase her knowledge of teaching and learning. She makes sure that her assistant attends training, such as safeguarding. However, she does not provide the assistant with focused professional development. As a result, this does not help to extend his knowledge, to enhance outcomes for children even further.
- The childminder uses observations and assesses children's development accurately. She monitors progress and ensures any gaps are identified and addressed as quickly as possible. Children make good progress from their starting points and are prepared for subsequent moves on to school. The childminder plans activities that incorporate children's interests, helping them to achieve their next steps in learning. The childminder skilfully differentiates learning and engages children to extend their individual abilities.
- The childminder helps children to understand the importance of making healthy choices. She provides a range of nutritious meals. As children eat, she talks about the importance of eating healthy food. Children access the outdoors every day. They use a range of equipment, such as gardening tools, which builds physical skills.

- Children have good opportunities to develop their knowledge of colours, shapes and counting through the activities offered. For example, they enjoy creating a range of shapes with coloured dough. They are able to name and identify shapes such as star, circle and heart.
- The childminder promotes children's healthy lifestyles well. She talks to children about the effects too much sugar can have on their teeth. She introduces words, such as 'decay' and 'cavities'. Children explore play resources, including models of teeth and toothbrushes, to learn about the importance of brushing their teeth. They practise brushing teeth to remove stains.
- Children develop good attitudes to learning. They keep on trying when some activities require more perseverance, to be able to complete them. For example, older children concentrate as they try new activities, such as using the roller skates outside. They smile warmly at the childminder as they gain confidence in their new abilities.
- The childminder is part of a network of childminders. As part of the weekly routine, children attend a playgroup with other children. They develop their social skills when participating in larger group activities. Children have opportunities to experience the world around them. They visit places in the community, such as parks and museums. They take part in charity events, which promotes an understanding of equality and diversity.
- Partnerships are a strength and greatly enhance children's learning. The childminder ensures progress checks for children aged between two and three years are completed to coincide with health visitor checks. These approaches positively support integrated working, which provides enormous benefits for children. Parents speak highly about the childminder's care and support for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She is aware of the indicators that may suggest that a child is at risk of harm. She is confident with procedures for reporting any concerns she has. The childminder completes risk assessments and ensures any risks are minimised. She teaches children from a young age about how to keep themselves safe. For example, she supervises them to take measured risks as they play in the garden. Children learn to have care and concern for living things, such as knowing how to treat and respect the family dog.

What does the setting need to do to improve?

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

- explore ways in which to enhance the professional development of the assistant, to help to promote his knowledge and skills even further.

Setting details

Unique reference number	EY375712
Local authority	Sheffield
Inspection number	10230685
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 10
Total number of places	12
Number of children on roll	6
Date of previous inspection	13 February 2018

Information about this early years setting

The childminder registered in 2008 and lives in Sheffield. She works with a co-childminder and an assistant. The childminder operates all year round, from 7am until 6pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The childminder and the inspector completed a learning walk at the start of the inspection to discuss and observe how children's learning and development and safety are promoted.
- The inspector, childminder and co-childminder completed a joint observation of an activity and discussed the impact on children's learning and development.
- The inspector read parent testimonials to gain their views on the childminder's setting.
- The inspector looked at a sample of the childminder's documents. This included evidence of training and the suitability of those living on the premises.

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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