

# Childminder report

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Inspection date: 29 March 2022

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

### The provision is good

Children enjoy the time they spend in the childminder's welcoming and stimulating home. They settle quickly and form strong attachments with her. The childminder is responsive to children's individual needs. They are secure and content in the familiar surroundings. Children are well behaved. They respond positively to the childminder's gentle and thoughtful approach. Children are curious and eager to participate in the many stimulating activities the childminder provides for them. They make good progress, overall, and are well prepared for their future learning. The childminder has high expectations for their ongoing success.

Children learn to become independent in the childminder's care. For example, they move confidently between rooms in the childminder's house to choose different toys to develop their play. This helps to build their confidence and helps prepare them for further learning. The childminder recognises that children may have had limited opportunities to develop their social skills during the COVID-19 pandemic. She provides opportunities for children to play in different situations. For example, she regularly takes them to parks and museums to follow their interests and meet other children.

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

- Overall, the childminder promotes children's communication skills well. She talks to children in an engaging and gentle manner. The childminder provides stimulating activities to motivate discussion. For example, she creates small investigation areas for children to look at shells or natural woodland objects under a microscope, or develop role play with small toy characters. However, she does identify rich vocabulary she wants children to learn as they engage in these activities, in order to build on their developing communication skills.
- The childminder is a strong role model. She encourages children to use good manners and behave well. The childminder constantly uses 'please' and 'thank you' when she interacts with children, and helps them to do the same. She supports children to understand and manage their own behaviour.
- The childminder encourages children's love of books. Children enjoy listening to well-told stories, rhymes and songs. The childminder carefully chooses books which engage their interest and enrich their knowledge and experience of the world. She creates attractive displays of toys and models from favourite stories for children to recall the character and plots as they play with them.
- The childminder identifies any possible gaps in children's learning and development at an early stage. She makes thorough use of information from parents to plan activities that interest children and to help them to make good progress in all areas of their learning, overall. The childminder works closely with other settings that children attend, to ensure that she provides continuity in

children's care and learning.

- The childminder promotes children's well-being and personal development well. She helps children to understand the importance of cleanliness and teaches them how to wash their hands with care before snacks and meals. She provides healthy, nourishing meals and snacks. The childminder helps children to understand the importance of oral health. For instance, children brush pretend teeth and listen to relevant stories.
- The childminder is ambitious for children to achieve and do well in her care. She evaluates and reflects on her work. The childminder makes use of training opportunities from the local authority and other childcare organisations to understand more about how young children grow and develop. She systematically plans activities to support children's needs and builds well, overall, on their achievements.
- Parents strongly recommend the childminder. They welcome her frequent and detailed communication with them, and the good advice that she provides. Above all, parents appreciate how much their children enjoy each day spent with the childminder and the friendly and homely nature of her provision.
- The childminder helps children develop their physical skills well. She provides many activities for children to use precise finger movements, such as building towers with construction toys or placing small model animals on toy see-saws and swings. These activities lay the foundation for future drawing and writing skills. Children enjoy playing on the slides and other toys in the childminder's well-arranged garden or on the regular visits to parks.

## 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 regular safeguarding training and has a good knowledge of the signs that children may be at risk of possible harm. The childminder understands the indicators that a child or family may be at risk of being exposed to and drawn into extremist behaviours. She teaches children about road safety and reinforces this on their regular walks.

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

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

- make better use of opportunities to enrich and extend the vocabulary that children hear and use, to support the development of their communication skills.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY443637  |
| <b>Local authority</b>                             | Sheffield   |
| <b>Inspection number</b>                           | 10075112  |
| <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 at time of inspection</b> | 3 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 1   |
| <b>Date of previous inspection</b>                 | 19 May 2016   |

## Information about this early years setting

The childminder registered in 2012 and lives in Sheffield. She operates her provision Monday to Friday, from 8am until 6pm, all year round, except for Christmas and bank and family holidays.

## 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 practice.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector looked at a range of documents relevant to the childminder's practice.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The inspector obtained the views of parents on the service that the childminder provides.

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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