

Childminder report

Inspection date: 14 June 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 provides a welcoming, nurturing environment where children feel happy, safe and secure. Children thrive in the well-organised and stimulating outdoor area. They independently select toys and resources that they want to play with and take a lead in their play. For example, children manipulate dough, experimenting with different cutters and rollers. They discuss the shapes and colours of dough as they play. This helps to develop children's language and small-muscle skills. The childminder is very kind, calm and caring. She provides lots of positive praise and encouragement. This helps to develop children's confidence and self-esteem.

The childminder knows the children in her care very well. She takes account of their interests when planning their learning. For instance, the childminder knows that children will enjoy a painting activity. Children are motivated to learn and spend a long time at their chosen activity. They enjoy exploring the paint with their hands and brushes. The childminder has high expectations for children's behaviour. She speaks calmly to them and provides lots of positive praise and encouragement. Children listen and consistently behave well. Very young children are learning how to share and take turns. Children are becoming increasingly independent. Young toddlers help to cut up snack and tidy away resources.

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

- The experienced childminder has a secure understanding of how children learn and develop. She gathers crucial information about what children can already achieve when they first start at her setting. The childminder is aware that the COVID-19 pandemic has had an impact on some children's personal, social and emotional development. She spends additional time getting to know children and their families. The childminder plans activities and experiences to support gaps in children's learning. For instance, she slowly introduced children to playgroups, where they could mix with other children. This helps to develop their social skills.
- Children have many opportunities to develop their physical skills. They enjoy being active outside in the fresh air. Children skilfully climb the slide and propel themselves on interactive trikes. Furthermore, they develop their small-muscle skills as they use large paintbrushes and make marks with paint sticks. This helps to develop children's pre-writing skills.
- Young children's language skills are developing well. The childminder provides a language-rich environment. Children hear new vocabulary, such as 'funnel' and 'petal'. The childminder speaks clearly and waits for a response. This helps to develop children's speaking and listening skills.
- The childminder is a very good role model. Children listen and behave well. They follow simple instructions and have very positive relationships with the

childminder. She offers smiles and reassuring words as children play. This helps children to develop their self-worth and supports their good behaviour.

- The childminder informs parents about the types of activities and experiences she provides for children. She does this through daily chats and by sharing photos on a messaging app. Parents are very complimentary of the childminder. They describe her as 'caring and nurturing' and say that they 'wouldn't hesitate to recommend her'. However, the childminder does not always provide parents with ideas of how they can further support children's learning at home.
- Children's healthy lifestyles are promoted well. The childminder provides a wide variety of healthy meals and snacks. The childminder speaks to children and parents about the importance of eating healthy foods. Children benefit from lots of opportunities to play outdoors and walk to school daily. This contributes to their understanding of a healthy lifestyle.
- The childminder reflects on and evaluates her provision, and seeks feedback from parents and older children about how she can improve her service.
- The childminder has good relationships with the local nursery school. However, she has not yet considered sharing information with the other settings that children attend, to promote continuity of care and learning.
- The childminder encourages children to be independent and resilient. Children keep on trying when they find it difficult to open tubs of dough or to climb the small wall in the childminder's garden. The childminder provides words of support and reassurance. Children are very pleased when they achieve their goal.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children. She has attended relevant training and is alert to the different types of safeguarding issues. For example, she understands the procedures to follow should there be an allegation made against her or a family member. The childminder knows the signs that would indicate a child is at risk of radicalisation or extremism. She knows the relevant agencies to contact if she has concerns about children's welfare. The childminder ensures the premises are clean and appropriately maintained to promote children's health and safety.

What does the setting need to do to improve?

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

- develop the information shared with parents to enable them to support and encourage children's learning and development at home
- strengthen partnerships with other settings that children attend, to support continuity of children's learning effectively.

Setting details

Unique reference number	EY282038
Local authority	Sheffield
Inspection number	10073362
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 2002 and lives in Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder.

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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