

# Childminder report

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Inspection date: 15 June 2022

<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 truly flourish in the childminder's care. She knows children exceptionally well. Children understand which behaviours are expected of them and rarely need reminding. They happily share and take turns in their play, helping younger children when needed. This helps children to feel safe and secure.

Children have many opportunities to play outdoors and practise their physical development. For example, children climb the steps on the slide and whizz down. They have recently learned to bounce on the hoppers and race each other around the garden. Children proudly show off the cabbages and carrots which they are growing in their vegetable patch. Children make excellent progress in their physical development.

Children's independence plays an important role in the childminder's curriculum. Children learn to be independent from an early age. They wash their hands before handling and eating food. They fasten buckles and straps as they put on their outdoor shoes. Children are confident to ask for what they want and express their needs. For example, they use their imagination to create a treasure map. The children ask if they can use the map to look for clues in the garden that will lead them to the treasure. Children are confident, independent learners.

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

- The childminder uses every opportunity when children play to introduce new learning, or build on what children already know and can do. For example, when children play in the outdoor water tray, the childminder encourages them to count the boats, then move the water to make them move. Children excitedly move the water as fast as they can to race the boats to the finish line shouting, 'Faster, faster'. Children make good progress in their learning and development, including children with special educational needs and/or disabilities.
- The childminder expertly supports children's communication and language. She differentiates her language depending on the age of the child, ensuring that she securely meets the developmental needs of children. For example, when children make pirate telescopes, the childminder explains what they are used for and shows them some in the pirate books. Younger children delight in decorating their telescopes and looking into the garden for treasure. Children make good progress with their communication and language skills.
- Children develop their pre-writing skills ready for school. They practise their small-muscle skills as they write letters and make marks on a magnetic pad. Children proudly describe what they have drawn, explaining that the childminder has got 'curly hair'. They expertly use knives to chop up their fruit for snack. However, children are not consistently given opportunities to learn together. For

example, the childminder does not have enough chopping boards for children to chop up their fruit for snack together.

- Children are encouraged to extend their mathematical skills. For example, children count the jewels in pretend pirate treasure and sort it into categories. Children describe 'whole, half' and 'quarter' when chopping up their fruit. Most children confidently recognise and can name the shapes during activities. They can count to 10 and, know the difference between big and small, and faster and slower. Children use their mathematical knowledge confidently in their play as they count out the steps and look in front and behind objects on their treasure hunt.
- The childminder carefully monitors children's progress. She identifies any gaps in their learning swiftly through her rigorous assessment process. The childminder plans activities to close any gaps in children's learning to prevent children falling behind, and she shares these with parents.
- Partnership with parents is good. Parents complete a questionnaire about the childminder's care and practice. This helps the childminder to continue to offer a curriculum that prepares children for their next stage of learning and development. Parents comment that they value the regular trips to the farm and parks that the childminder takes the children to. However, parents do not have the opportunity to record comments regarding their child's two-year-development check.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe in her care. She teaches children about the importance of keeping safe in the sun. Children put on sunscreen and their hats before going outside to play. They take bottles of water outside to stay hydrated. The childminder understands the signs and symptoms that may indicate a child is at risk of harm. She knows who to contact if she has a child protection concern about a child or adult. The childminder completes a safety check of her premises and resources each morning before children arrive.

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

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

- give all children the same opportunities for learning together, particularly at snack time
- ensure that parents have the opportunity to record their views regarding their child's two-year development check.

## Setting details

<b>Unique reference number</b>	300305
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10065754
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	14 August 2015

## Information about this early years setting

The childminder was registered in 1993 and lives in Sheffield. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Jo Clark

### Inspection activities

- This was the first 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 childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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