

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

Children enjoy the time they spend with this childminder. They enter happily and are warmly greeted by the childminder and her assistant, who consider the children as part of their extended family. Parents appreciate the support that the experienced childminder provides them. For example, she provides practical tips on things such as how to support toilet training, sleep routines and how to promote children's independence. This helps parents to support children's development at home.

The childminder knows the children well. She knows what children can do and what they need to learn next. She considers children's individual needs. For example, she recognises those children who are less confident and sensitively encourages them to join in with play, praising them for their achievements. This helps them to develop their confidence. Children are aware of the routines and expectations. This helps them to feel safe and secure. They choose toys independently. Babies find their blankets when they are tired, before snuggling into the childminder, who they have developed strong bonds with.

The childminder wants children to develop 'old-fashioned values', such as social skills, eating together at mealtimes, using their manners and becoming independent. Children behave well. The childminder considers possible causes and adapts strategies for dealing with children's behaviour. Children learn to take turns with their favourite toys and resources. This helps them to gain skills which support their future learning.

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

- The childminder knows what children can do and what they need to learn next. She speaks to parents when children first start, to gain an idea of what children already know. This helps her to decide what skills to teach them. She undertakes assessments of the progress of two-year-old children. When needed, this information is shared with other professionals to access additional support.
- The childminder plans activities to help children develop new skills. They use chalks to draw pictures on the floor in the garden. Children talk about what they are drawing. Older children, who are going to school soon, practise writing their name. However, the childminder does not always consider the importance of correct pronunciation of letters, which fails to help children develop the knowledge they need about letters and sounds for when they go to school.
- Children have many opportunities for mathematical development through play and daily routines. For instance, children count how many cars they see while they are out walking and look for shapes in the environment. Older children count cutlery as they help to set the table and the childminder counts as she

bounces happy babies on her knee.

- Children go on trips to the local shops where they buy food to eat together at mealtimes. Children learn about making healthy choices. Meals that the childminder provides are healthy and nutritious. Furthermore, children help to grow herbs and vegetables in the garden and explore the taste and smell of home-grown produce. This helps children to learn about how to look after their bodies and lead a healthy lifestyle.
- The childminder helps children to develop their communication and language skills. She questions children as they play to check their understanding and encourages conversations about children's recent holidays. She introduces new words to babies as they play with farm animals. Young children use the words that they learn when talking about aeroplanes and helicopters they see in the sky.
- Children choose books in their play. Babies look at sensory books, made of cloth and foam, to allow them to explore textures, while the childminder points at pictures and names objects. The oldest children hear stories which help them to consider how to keep themselves safe. Children sing nursery rhymes and join in with the actions. However, the childminder does not always consider the importance of regular group story times and how she can help children to gain a love of reading to help develop their communication, language and literacy skills even further.
- Children ride bicycles and scooters in the garden, which helps them develop their physical skills. The childminder increases the incline on the balance beam to further challenge children. As babies become more mobile, they practise walking independently and use chunky chalks to develop their small-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are able to identify the signs and symptoms that may indicate that a child is at risk of harm. They understand the processes to follow if they have concerns regarding children's welfare. Both have completed relevant training. The childminder considers the suitability of resources for children. For example, she carefully considers safety implications and ensures that toys which are not appropriate for younger children, which may pose a choking risk, are situated out of reach. This helps to keep children safe. Robust policies and procedures are in place in the event of an emergency, such as an evacuation in the event of a fire.

What does the setting need to do to improve?

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

- develop understanding of the correct pronunciation of letter sounds to further promote children's learning, which helps them to be ready for school
- consider how to further extend opportunities for literacy through reading and develop children's love of books.

Setting details

Unique reference number	EY301486
Local authority	Sheffield
Inspection number	10218676
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 11
Total number of places	12
Number of children on roll	37
Date of previous inspection	1 August 2016

Information about this early years setting

The childminder registered in 2005 and lives in Stocksbridge, Sheffield. She operates all year round, from 6am to 8.30pm, Monday to Sunday, except for family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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