

# 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 settle well in the childminder's welcoming and homely setting. Parents are able to enter the setting with their children on arrival. They inform the childminder about their children's well-being. Children feel content and happy when their parents leave, and they are ready to start learning and playing.

Children receive many opportunities to learn outdoors. They enjoy being physically active in the childminder's well-resourced garden. Children learn to climb up the slide and crawl through a tunnel. They balance across wooden beams and excitedly jump from them. Children build the muscle strength in their legs when they ride on wheeled toys. They learn to navigate space safely as they run around the garden.

Children find out about their local community during visits to the shops, park and river. They recently enjoyed a ride on the tram to visit areas of interest in the city centre. These experiences help children to broaden their knowledge and understanding of the world.

Children enjoy creative activities, such as exploring paint. They print shapes and learn the names of colours as they mix them together. Children enjoy painting their hands and listening to the paint squelch between their fingers. They concentrate for long periods on activities that they enjoy and show positive attitudes to their learning.

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

- The childminder finds out about children's interests and observes children when they play. This enables her to plan purposeful activities to support children in learning to speak. Children enjoy listening to rhymes, songs and stories. The childminder talks to children about their play and asks questions. She gives children time to respond. Children become more confident as their communication skills grow.
- The childminder introduces children to new words during their play. However, she does not consistently extend children's vocabulary even further. For example, when teaching children about volume, she teaches the word 'full' but not 'empty'. The childminder sometimes does not use the correct words when speaking to children. For example, she uses the word 'nana' for banana, or 'fishy' for fish. This reduces the progress that children make in widening their vocabulary.
- Children's small-muscle skills grow as they learn how to hold crayons the correct way and explore sand and play dough. They develop their hand-to-eye coordination as they learn to thread bobbins onto string and complete jigsaws. Children enjoy making marks with chalks and wet brushes on a blackboard.

These experiences support children in developing their pre-writing skills.

- Children play well with each other. They learn to cooperate as they rock a see-saw back and forwards together. Children learn to share and take turns on equipment in the garden. These social skills support children in building positive relationships and making friends.
- Children's physical and emotional health is well supported. The childminder encourages children to put on their own shoes and find their own personal belongings. Children learn to be independent. The childminder helps children to wash their hands before eating. She provides healthy snacks and a balanced range of home-cooked meals. Children stay safe during hot weather. The childminder ensures that they wear sun cream and sun hats and play in the shade.
- The childminder builds strong relationships with parents. Parents say that they feel they can seek advice from the childminder and see her 'like family'. The childminder sends home a daily diary. This informs parents about their children's care routines and learning and enables them to continue their children's learning at home. The childminder works in partnership with parents. For example, she makes sure that potty training routines are consistent with what children are doing at home. This continuity of care supports children in making progress and achieving their next steps in learning.
- The childminder has improved her practice based on recommendations from her previous inspection. However, she has not consistently evaluated her setting, or undertaken any professional development to enhance her practice to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes care to ensure that the learning environment is clean and safe for children. She understands the importance of knowing children well and can therefore identify any changes that would make her concerned about a child's welfare. The childminder keeps her safeguarding knowledge up to date by undertaking regular training. This ensures that she is fully aware of the signs and symptoms that indicate a child is being abused or neglected. The childminder knows what she must do if she feels a child is at risk of harm, or if an allegation is made against herself or a household member.

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

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

- extend opportunities to teach children new words as they play, and say words correctly to children, to support them in widening their vocabulary
- evaluate practice and identify professional development opportunities to

enhance teaching skills and further improve outcomes for children.

## Setting details

<b>Unique reference number</b>	300047
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10065748
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	15 September 2015

## Information about this early years setting

The childminder registered in 1992 and lives in Sheffield. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Samantha Lambert

### Inspection activities

- This was the first routine inspection the provider 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 provider.
- 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.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a creative development activity with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.
- 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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