

# Childminder report

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Inspection date: 24 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's personalities shine through in the care of this nurturing childminder and her warm and caring assistant. Children are confident to be themselves and feel emotionally secure. The childminder is aware of how the COVID-19 pandemic has had an impact on children's social and emotional development. Children are able to bring comfort items from home and feel reassured, which helps them settle in. They feel safe with the patient childminder.

Children display excellent behaviour. They follow instructions and help to look after the setting by tidying away toys. Children play well with each other. For example, they share bricks and build models. Children become deeply engrossed in their play. They show feelings of pride when they finish their models.

Children often choose to look at books independently, or take them to an adult to listen to a story. Children have favourite stories that they enjoy revisiting. They learn new vocabulary and develop their knowledge and understanding of the world. For example, children use the word 'cutlass' to describe a sword when listening to a book about pirates. They learn new words, such as 'telescope'. Children develop a love of stories and books, which in turn, supports their language development.

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

- Children benefit from the broad range of experiences provided by the childminder. For example, children learn the names of fruits and vegetables when learning about plants. They observe how plants, such as carrots, strawberries and cress grow. The childminder observes the children's interests, and plans topics and activities around these. This motivates children to join in and engage in their learning.
- Younger children enjoy taking part in the same activities as their older peers. However, the childminder does not always consider the developmental needs of babies and toddlers. Activities are sometimes too challenging for younger children to fully carry out. This limits the progress that younger children can make in their learning.
- Children learn independence as they manage their own self-care needs, such as going to the toilet. They enjoy carrying out small tasks, such as setting the table or helping to feed the pet snails. These opportunities help children to develop a sense of responsibility.
- The childminder uses emotion cards to help children learn to recognise their feelings. Children learn how to keep their teeth clean. They learn about eating the right foods to prevent tooth decay. The childminder encourages children to try a range of fruits and foods to promote a balanced diet. Children wash their hands after visiting the toilet. However, they are not consistently reminded to

wash their hands before eating. This does not support children in learning about the risks that germs pose to their health.

- The childminder sends home a daily diary to keep parents up to date about their children's learning. She speaks to staff at other settings attended by the children in her care. However, this communication is not detailed enough. The childminder does not stay informed about what children are learning in the other settings. This does not allow her to provide consistency in children's learning across settings.
- The childminder accesses online training to enhance her understanding of child development. For example, she has carried out research on children's speech. The childminder has researched the different ways that children learn as they play. This supports her in meeting the needs of the children in her care.
- The childminder holds weekly meetings with her assistant. They discuss how to plan for children's learning. The childminder coaches the assistant and supports him in developing his skills. They plan to carry out further professional development opportunities to improve their practice.
- The childminder was unable to update her paediatric first-aid qualification before it expired. This is a breach of requirements. However, as her assistant has an up-to-date first-aid qualification and is with her and the children at all times, there is no impact on children. The childminder is now in the process of acquiring a new paediatric first-aid qualification.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant take their safeguarding responsibilities extremely seriously. They both know many signs and symptoms that indicate a child may be at risk of abuse or neglect. The childminder and her assistant are fully aware of the steps that they must take if a child is being harmed, or if an allegation is made against them. The childminder updates her safeguarding training on a regular basis. She checks the local authority safeguarding website for updates. This ensures that the childminder and her assistant are up to date with any developments in safeguarding practice and procedures.

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

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

- consider the learning and development needs of younger children when planning activities, to support babies and toddlers to make the best possible progress
- support children to understand the importance of handwashing, to ensure children's good health and hygiene
- strengthen the communication with other settings attended by children, to provide a consistency in supporting them to meet their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY457076
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10075341
<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>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	24
<b>Date of previous inspection</b>	28 July 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Ecclesfield, Sheffield. She employs one full-time assistant. The childminder operates her provision all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Samantha Lambert

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector talked to the childminder's assistant at appropriate times during the inspection, and took account of his views.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector carried out joint observations of a group activity.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of 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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