

# Childminder report

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Inspection date:

15 September 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 are friendly, bright and cheerful. They wave, smile and say 'hello'. Children are provided with an interesting learning environment. There are good opportunities for them to learn through play. Children focus well when taking part in activities, whether planned or self-initiated. This shows a positive attitude towards learning. Children are role playing and explain that they are feeding their babies. They enjoy talking about their sisters and brothers. This shows they have a sense of who they are within their family.

Children are eager to join in a weighing activity. The intent is for children to match the weight in grams to the weighted numbers one, two or three. There are different foodstuffs such as couscous, cereal, dry pasta and rice. Children show an interest in the foods and ask what they are. The childminder gives simple instructions which children listen to and follow. They enjoy adding the food and watching the scales move up and down. However, the scales are not set at eye level for children. As a result, children sometimes find it difficult to identify if they have balanced the scales.

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

- The childminder confidently describes her learning programme. Communication and language and personal, social and emotional development are key learning areas. The childminder explains that children are confident and have a good command of English. Even so, she continues to give these areas priority, along with physical development.
- The childminder knows what children need to learn next. She has discussions with parents about children's development and interests to date. This helps to make sure she provides the right resources and activities from their first day. The childminder continues to observe children's progress over time. She makes good use of this information to plan a variety of learning opportunities.
- Partnerships with parents are strong. The childminder shows them the learning steps that are appropriate for their children and how they can support their children's learning at home. This helps to keep parents up to date with their children's development. The childminder explains the importance of encouraging children's independence. For example, she says that children are learning to fasten their own coats and shoes. She suggests to parents to let children try to dress themselves, offering help only when needed.
- Younger children learn to take a drink from cups without lids, starting with two-handed cups. Once they master this, and they can drink without spillage, they move on to using a cup with one handle. This helps to promote their physical development.
- Children hear mathematical language when the childminder asks them

questions. For example, she asks if the items they are weighing are 'lighter' or 'heavier'. This helps to extend children's use and understanding of mathematical terms.

- The assistants know of their responsibilities, such as the need to inform the childminder of anything that may affect their suitability. The childminder has introduced an induction process, providing the assistants with information about their roles. She has also introduced supervision arrangements to support them. However, these are too recent to test the impact on practice.
- The childminder maintains all required documentation, which is available for review. This includes a record of accidents, injuries and first-aid treatment provided and records of all children on roll, including their hours of attendance. The childminder understands that she is the key person for any early years children she has on roll.
- Children remain safe. The childminder has updated her safeguarding policy and procedures to meet legal requirements and has then shared these with her assistants.
- Children hear good vocabulary as the childminder encourages them to use longer words in their sentences. The childminder introduces new words throughout the day, such as 'colander'. This helps children to increase the number of words in their range.
- The childminder has good teaching skills. She uses simple instructions and encourages children to focus and listen. The childminder questions children well, but occasionally she follows on too quickly with another question. This means children do not always get the time to answer for themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the local child protection procedures. She knows what to do if she feels a child is at risk of neglect or abuse. The childminder knows what the roles of the local authority designated officer and social care are. She discusses the process with her assistants. This helps to ensure that any concerns are reported to the correct agency. The childminder understands the 'Prevent' duty and knows why it is in place. The childminder has a no-smoking and no-vaping policy in place, where no one can smoke, vape or use e-cigarettes when children are present.

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

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

- review how activities are planned so that children learn from the best use of resources to support and consolidate their learning and make swifter progress
- focus more precisely on the questions asked and give children time to think

about and answer the question themselves.

## Setting details

<b>Unique reference number</b>	EY395979
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10231564
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	25 May 2016

## Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates her provision all year round, from 7am to 6pm, Monday to Friday, except for bank holidays, family holidays and Christmas. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with assistants.

## Information about this inspection

**Inspector**  
June Rice

## 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 childminder.
- We carried out this inspection as the result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The childminder discussed her curriculum and what she wants children to learn.
- The childminder discussed the intended outcome for children in a planned activity.
- The inspector looked at relevant documentation and evidence of the suitability of assistants working in the setting.
- The inspector spoke with children and took account of their views.

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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