

# Childminder report

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Inspection date: 20 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 enjoy the time they spend in the childminder's stimulating care. New children settle smoothly into daily routines and form strong attachments to the childminder. They are secure and content in the familiar surroundings. Children enjoy the freedom the childminder offers to follow their interests and develop skills and knowledge through many motivating activities. For example, they develop mathematical skills by participating in a dinosaur-counting story. They build finger and hand control excavating 'dinosaur bones' in a sand-filled treasure chest and enrich language and imaginative skills in role play with dinosaur toys.

Children are very well behaved. They respond positively to the childminder's consistent, calm and clear approach. Children learn to concentrate and solve problems. For example, they enjoy trying to thread pasta shapes onto rods of dry spaghetti or place wooden pegs in the correct-shaped holder. They listen intently to well-told stories the childminder reads to them.

Children learn to become independent in the childminder's care. They are proud of their achievements and appreciate the praise and support the childminder gives them. Children learn to enjoy a healthy lifestyle through, for example, regular park and woodland visits. The childminder effectively adjusted her practice during the COVID-19 pandemic, such as changing drop-off and collection procedures to keep children safe and changing the way she communicated with parents.

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

- The childminder plans carefully to support children to make good progress overall in all areas of their development. She regularly consults with parents to develop her knowledge of children's achievements and interests. However, during activities, she does not always respond to opportunities as they arise to further deepen and extend the children's learning. For example, she sometimes focuses too much on what she has planned for children to do rather than what they are actually engaged in and motivated by.
- The childminder promotes children's communication and language skills well. She uses a wide range of strategies to introduce children to new words and phrases and helps them to remember them. For example, she asks thoughtful questions that help children identify the colours they create when they squirt paint into their water tray. She then helps them recall and use the words in their paintings and other activities.
- The childminder strongly encourages children's love of books. She introduces them to storytelling through songs, action songs and nursery rhymes. For instance, children choose their favourite songs by selecting from the attractively displayed picture cards. The childminder helps children to select books that

engage them from a wide range of children's fiction and non-fiction books. She encourages them to join her in saying key phrases and anticipate what will happen next.

- Children develop their early mathematics skills well. They regularly sing counting songs with the childminder and use resources, such as puppets, to help them organise and remember their experiences. The childminder helps children to understand different measurements. For example, they compare the size of the sunflowers they have grown and fill and empty containers in their muddy kitchen play.
- The childminder helps children to behave well and strongly supports their personal development. She helps children to share their toys and to show kindness and consideration to others. Children develop their social skills as they play with each other and regularly visit play sessions with other childminder's children. The childminder provides healthy and nutritious meals and snacks as well as many opportunities for children to be active and physically engaged. They learn to take risks safely in their play.
- The experienced childminder is ambitious to provide high-quality childcare. She asks the children and parents for their views to help her develop her practice. She makes good use of training and time with other professionals, such as other childcare providers, to strengthen the learning opportunities she plans for children.
- Parents strongly recommend the childminder. They welcome the very regular information the childminder shares with them about their children's daily activities and ongoing progress. They especially comment on how happy and eager their children are to spend time with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs that children may be at risk of possible harm. She makes certain her knowledge of how to keep children safe is up to date through regular training, personal reading and updates from the local authority. The childminder knows what to do and who to contact if she has a concern about a child's welfare. She understands the signs that a child or family may be at risk of being exposed to or drawn into extremist behaviours. She teaches children how to stay safe in her home and on their frequent visits to parks and other places of interest.

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

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

- focus on developing good quality teaching further by responding to opportunities to enrich and deepen children's learning that develop as they play.

## Setting details

<b>Unique reference number</b>	EY424832
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10074737
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	2 March 2016

## Information about this early years setting

The childminder registered in 2011 and lives in the Chapletown area of Sheffield. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

## 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 setting.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector looked at a range of documents relevant to the childminder's practice.
- The children spoke to the inspector during their play.
- The inspector viewed the areas of the childminder's home that children use.
- The inspector obtained parents' views about the service that the childminder provides from written evidence.

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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