

# Childminder report

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Inspection date: 5 October 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 form secure attachments with the kind and nurturing childminder. As a result, they are happy and settled in her care. Children are delighted when the childminder joins in with their play and are comforted by her reassuring praise and guidance. The childminder has high expectations for children and supports their development well. They make good progress and are well prepared for the next stage in their education. Children enjoy the wide range of activities and resources the childminder plans for them. They develop their imagination and communication skills, for example as they pretend to shop for different fruits and vegetables and count out their money. Children develop their knowledge and language of colour and shape as they play matching games and create imaginative paintings and drawings.

Children behave well and treat others with kindness and respect. They listen to the childminder and respond promptly to requests, such as when they are asked to help to tidy up. Children make frequent visits to the nearby woodlands and go on trips to parks, farms and other places of interest. These trips help to broaden their experiences and social skills. Parents strongly appreciate the support they receive from the highly experienced childminder. They welcomed the steps the childminder took to keep children safe and ensure that they progressed throughout the COVID-19 pandemic.

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

- The childminder gets to know children well and learns about what makes them unique. She fully understands their likes and dislikes. This helps the childminder to plan activities and experiences that largely build on children's previous learning. However, sometimes, she does not fully challenge all children. For instance, very occasionally, the activities are not tailored enough towards the needs of all children participating.
- The childminder is a very good role model for children. She provides lots of positive praise and consistent reminders about the expectations for behaviour. Therefore, children understand what is expected of them. The childminder and her co-childminder closely supervise children and help them to understand their emotions. She praises them and recognises their achievements, for example by putting work on the wall or in the 'happy book'.
- The childminder has a very strong partnership with parents. She makes good use of procedures to share frequent information with parents about their children's progress and daily experiences. Parents highly recommend the childminder's care and support. They welcome the guidance she offers to support their children's development. They especially comment on how well prepared children are for starting school, such as their readiness for reading.

- 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 help them to remember them. For example, she asks thoughtful questions that help children to identify different colours when they play matching and sorting games. She helps them to recall and use the words in their drawings and creative tasks.
- The childminder evaluates her practice effectively. At the end of each day, she discusses children's learning experiences with her co-childminder. The childminder talks to the children and parents and includes their views and suggestions to the activity plans. This helps them to feel valued and listened to. The childminder makes positive use of guidance from a range of sources, such as discussions with childminders and other early years professionals, to develop her practice.
- The childminder strongly promotes children's love of books. She teaches children a wide range of nursery rhymes, traditional tales and songs. She carefully chooses books that develop children's interests and language experiences and support all areas of their learning. She reads stories very well and brings them to life through actions and role play. Children love to sit and look at a story together.
- The childminder makes good use of her own observations and information from parents to identify any gaps in children's learning. She makes good use of a range of strategies to help children to make progress. For example, she makes effective use of sign language to boost children's communication skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She undertakes training to update her safeguarding knowledge. The childminder knows about the risks that children may face, such as being exposed to domestic abuse or extreme views. She can identify signs of abuse and knows what to do if she is concerned about a child's welfare. She understands the procedures she must follow if an allegation is made about her or a member of her household. The childminder supervises children well and uses risk assessments effectively to help keep them safe.

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

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

- focus development on further strengthening the good quality of teaching to ensure that all children are fully challenged by the activities they undertake.

## Setting details

<b>Unique reference number</b>	300292
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10229386
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	13 January 2017

## Information about this early years setting

The childminder registered in 1993 and lives in Millhouses, Sheffield. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with a co-childminder. She holds an appropriate qualification at level 3.

## 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 work.
- The children spoke to the inspector during their play.
- The inspector took account of parents' written views about the service that the childminder provides.
- The inspector viewed the areas of the childminder's home that children use.

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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