

Childminder report

Inspection date:

2 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are settled and enjoy the company of the friendly and caring childminder. She offers a home-from-home environment, which helps children to feel a sense of belonging. They eagerly join in activities in this well-organised setting. The childminder knows what she wants children to learn. She plans activities around their interests and learning needs. For example, she is focusing on language skills for the youngest children. The childminder uses single words. She names the different foods available as children play in the role-play kitchen. They discuss different pizza toppings before making their own pretend pizza. Children offer pizza to the inspector, quickly returning to the childminder. This shows that children feel safe and have built secure bonds with the childminder.

Children behave well. Minor disagreements are managed sensitively. Children are gently reminded to be kind to each other. The childminder acts as a good role model. She says 'please' and 'thank you' to the children. This helps children to understand the expectations of the childminder. Children are learning to share and take turns. For example, children pass the paints to each other during a craft activity. The childminder offers consistent praise for tasks well done. This helps children to develop good social skills.

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

- The childminder uses every opportunity to engage children in learning. This includes mealtimes, which are sociable experiences for children. For example, children notice that the packaging of a yoghurt and the strawberries are red. This opens up an activity of spotting other red objects in the setting. Children then discuss other colours and objects that match.
- Children's language development is given high priority. The childminder seeks advice if she thinks children have speech and language delay. For instance, following advice, she ensures that she models clear speech. She names objects as children play and introduces new words, such as 'shimmering' and 'shiny'. This helps to ensure children's language develops well.
- Children choose their own activities that interest them. This helps them to remain engaged for longer. The childminder has a good knowledge of children's abilities and what she wants them to learn. She interacts with them positively. However, teaching is not always focused on individual learning needs. For example, when learning about shapes, teaching is restricted to basic shapes. There is no discussion on more difficult shapes or 3D shapes. This means that learning does not build on what children already know and can do.
- Books are well used in the setting. Children choose books independently and take them to the childminder to read. They snuggle up close to the childminder who reads to them with enthusiasm. She asks them to recall information linked

to stories. For instance, the childminder discusses what the story characters are wearing. Children recall how they dressed up in clothes similar to the pictures for Halloween. They say who dressed up as a skeleton, a witch and pumpkin. When children spot a bat in the book, they turn the book upside down. The childminder turns the book the right way and explains that bats hang upside down. This helps children understand the world beyond images in books.

- The childminder plans adult-led activities. However, these are not always organised to make sure that all learning intentions are met. For example, the childminder sets up a craft activity that includes mixing paint. The colours do not mix together to make recognisable colours. This means that children miss out on the intended learning.
- Overall, healthy lifestyles are promoted. Children develop their physical skills in the well-resourced garden. They enjoy climbing and balancing on the climbing frame. Children wash their hands before mealtimes and after using the toilet. They are provided with healthy snacks. The childminder talks to parents to ensure that children have a healthy packed lunch. However, the childminder does not provide activities to support oral health. This means that not all areas of a healthy lifestyle are promoted.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard and protect children from harm. The childminder is aware of local safeguarding procedures. She accesses regular safeguarding training, which keeps her knowledge up to date. The childminder is able to identify possible risks to children, including those relating to extreme views. She has attended first-aid training. The childminder understands how to manage and document accidents and injuries. The premises are secure and well maintained, which contributes to keeping children safe.

What does the setting need to do to improve?

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

- develop a clear plan for children's individual learning, to enable them to build on what they already know and can do
- ensure that planned activities are well organised to enable children to take part in the intended learning
- help children to learn about good oral health routines, such as regular toothbrushing, and to understand why this is important.

Setting details

Unique reference number	EY461880
Local authority	Sheffield
Inspection number	10236162
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 March 2017

Information about this early years setting

The childminder registered in 2013 and runs her childminding business in Sheffield. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Suzzanne Thompson

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, both 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.
- 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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