

# Childminder report

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Inspection date: 4 November 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and feel secure in the childminder's care. Their health and safety are maintained through the childminder's close supervision. She responds to children's interests, supporting their ongoing learning and development. For example, for children who like wheels and vehicles, the childminder sets out a range of vehicles for them to access. She uses the vehicles to plan purposeful learning experiences for children to engage in. Children are encouraged to develop their fine manipulative skills, as they use spoons to scoop raisins into the digger trucks. The childminder introduces new language, as she encourages children to fill and empty their trucks. Children also benefit from first-hand experiences as the childminder takes them on busses and trams, which broadens their experiences.

Children's communication skills are promoted as the childminder continually chats to children when they play, repeating words and asking simple questions. Their interest in books is encouraged as the childminder strategically arranges books within the play area linked to their interests. For younger children and those with possible speech delay, she keeps stories short and to the point. For example, she often points to images in books and says the associated word. Children listen and follow simple instructions, as they are encouraged to find the next image. As children get older and develop their attention, the childminder begins reading stories to them.

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

- Children relate well to the childminder and show security in her care. They develop confidence, as they freely move around choosing what they would like to play with. Children are provided with increased opportunities to develop independence. For example, the purchase of a new step allows children to independently wash their hands.
- The childminder has improved outdoor play opportunities, which helps children to develop their skills in more areas. For example, the introduction of a large chalk board enables children to develop their fine manipulative skills as they enjoy mark making.
- The childminder gathers information on children's needs, abilities, and interests when they start. She uses this information along with her own observations, to meet children's needs, and to support their ongoing learning and development.
- Parents are provided with a written progress report at age two, in time for their health visitor review. The childminder discusses concerns about children's development and how she is supporting them with their parents. However, the progress report only focuses on the positive aspects of children's development. There is therefore the potential for developmental delays to be missed by other professionals, should parents not pass this information on.

- When taking children to groups in the local area, the childminder considers the benefits to them. For example, children develop social skills as they meet and play with larger groups of children. They access a wider range of creative opportunities and resources, which helps to develop their imagination. Opportunities to use ride-on toys enable children to learn to negotiate space safely.
- The childminder completes mandatory training, like first aid, to ensure children's welfare needs are met. However, she has yet to focus on her own professional development to further enhance the quality of her teaching.
- Parents confirm that the childminder supports their children's ongoing development in a safe and homely environment. They like how they are kept informed about how their children have been each day. They also confirm how they receive regular updates on their children's progress.
- Children's counting skills are supported during everyday play opportunities. When a child shows knowledge of counting to four, the childminder remains focused on numbers to four. She explains the importance of repeating opportunities for children to develop confidence with counting to four before moving on.
- The childminder supports children with their potty training, helping them to be independent by the time they go to school. Children's awareness of safety is promoted on outings as the childminder helps them to learn how to cross the road safely.

## Safeguarding

The arrangements for safeguarding are effective.

Improvements have been made to the childminders ongoing risk assessment to ensure areas and equipment remain safe and suitable for children. The childminder continually supervises children to protect their well-being. She remains vigilant and has a clear understanding of the potential indicators of abuse. The childminder understands the procedures to follow should she need to make a referral due to safeguarding concerns about a child. She also understands the procedures to follow if allegations of abuse are made against her or a member of the household. This helps to maintain children's welfare.

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

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

- ensure the progress check at age two includes clearer information about any areas where children may require additional support, as well as description of the activities and strategies being used to address the concerns
- consider professional development opportunities to further improve understanding of how children learn, to enhance teaching of the curriculum.

## Setting details

<b>Unique reference number</b>	EY480217
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10246839
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 June 2022

## Information about this early years setting

The childminder registered in 2014 and lives in Hillsborough, Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Wednesday and 7.30am to 5pm Thursday and Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Melanie Arnold

### Inspection activities

- The inspector discussed any continued 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 about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children learning.
- Parents shared their views of the nursery with the inspector.

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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