

Childminder report

Inspection date: 21 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 remain safe while in the childminder's care. Improvements made to the security of the home to help protect children's well-being. The childminder focuses on supporting children's communication, language and social skills before moving on to other aspects of learning. For example, children hear lots of language as the childminder talks to them about what they are doing. She asks simple questions to encourage children to respond, and ensures all children are included.

Children are supported to learn the meaning of new words as the childminder explains these to them. For example, they use their imagination to make cakes out of bricks. The childminder advises children to 'pretend' to eat the cake, explaining and showing them what she means, so that they can do this. The childminder spends time listening to children. She respectfully works out what each child is trying to communicate and then repeats this back clearly to them. This supports children's growing vocabulary.

Children are encouraged to share and to play co-operatively with their peers. When young children squabble over toys, the childminder remains calm and handles these disputes sensitively. She explains the importance of not snatching toys, waiting for their turn, and using kind hands as they play.

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

- Children are provided with flexible settling-in sessions, to help them feel settled and secure when they first start in the childminder's care. Information is obtained from parents during these sessions to ensure the childminder is aware of children's individual needs. She spends time with the children, assessing their capabilities so that she can build on these from the outset.
- Children's social skills are further supported as the childminder takes them to toddler groups. This allows children to mix and socialise with a larger group of peers, preparing them well for their eventual move on to school.
- The childminder promotes children's physical skills. Toddlers are supported to negotiate steps safely as they hold onto the childminder's hand, step down and then back up the small step in the garden. Older children develop confidence when learning how to climb up the steps to the slide.
- Children are introduced to shapes, colours and counting as they play. The childminder introduces them to a book about shapes. As she points out each shape in the book, children are encouraged to identify the corresponding toy shape. The childminder uses the experience to extend children's listening skills and their growing vocabulary, while also supporting their awareness of shapes.
- The childminder introduces toddlers to simple counting, as she counts their shoes. Older children are supported to correctly count seven objects in a book.

- The childminder does not consistently support children to learn to tidy up after themselves. This results in children sometimes getting lots of toys and resources out all at once. Children then tend to quickly move from one toy to another as they find it more difficult to concentrate.
- Where potential concerns are identified about a child's development, these are shared with parents. They are also reported on the progress check at age two, which is shared with the health visitor. This ensures timely interventions are made so that children do not continue to fall behind in their development.
- Children's awareness of oral hygiene is promoted through discussions, books, and activities. Where possible, children are encouraged to drink water instead of juice. The childminder promotes healthy eating, encouraging parents to provide their children with a balanced diet when sending any food from home. Children learn to wash their hands as appropriate throughout the day. This all contributes to supporting children's good health.
- Children are not always encouraged to find their own solutions to problems they encounter in their play. For example, when younger children struggle to fit bricks together, the childminder offers to do this for them. When older children play with a tape measure, they are unsure how to reel this back in. Instead of encouraging them think how they could do this for themselves, the childminder does this for them.

Safeguarding

The arrangements for safeguarding are effective.

Improved security procedures ensure the home and garden are now securely maintained. A monitor is used when children sleep on the first floor, to enable the childminder to always hear them when they awake. The childminder has a secure knowledge of child protection. She is aware of the possible indicators of abuse to remain vigilant for. She also understands the procedures to follow should she have any concerns about a child or if an allegation is made against her. This ensures children's welfare is maintained.

What does the setting need to do to improve?

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

- encourage children to learn to tidy up their toys and resources before getting other things out to play with
- support children to find their own solutions to problems they encounter in their play.

Setting details

Unique reference number	2525044
Local authority	Sheffield
Inspection number	10257268
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 July 2022

Information about this early years setting

The childminder registered in 2019. She lives in the Handsworth area of Sheffield. The childminder is open Monday to Thursday, from 7am to 5pm, and on Fridays from 7am to 9am and from 3.15pm to 5pm. She opens all year round, 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.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children learning.

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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