

# Childminder report

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Inspection date: 8 February 2023

<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 which they spend in the childminder's stimulating care. They settle smoothly into well-established daily routines and form strong attachments with the childminder. Children are secure and content in the familiar surroundings. They enjoy the freedom that the childminder offers to follow their interests and develop skills and knowledge through many motivating activities. For example, babies develop their counting skills as they repeat 'one, two, three' as they jump and climb. They build hand and arm control as they roll balls down ramps or scoop and mix muddy concoctions in their outdoor play kitchen.

Children are very well behaved. They feel safe. Children respond positively to the childminder's consistent, calm and clear approach. Babies learn to concentrate and solve problems. For example, they enjoy trying to hold small wooden trains and place them carefully on the railway track, pushing them along to join with the carriages. They listen intently to well-told stories which 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, nutritious snacks and regular physical activity. Parents are highly appreciative of the warmth and care that the childminder consistently provides.

## **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 makes sure that the activities offered are stimulating and engaging. The childminder regularly consults with parents to develop her knowledge of children's achievements and interests. However, she does not consistently take all opportunities to fully deepen children's learning. For example, by further extending their vocabulary as they play.
- The childminder promotes children's communication and language skills well. She helps babies to develop their early speaking skills as she talks to them about their families and home lives. The childminder helps children to hear new words, such as 'soft' and 'smooth', as they play with different fabrics and materials in their treasure baskets.
- The childminder strongly encourages children's love of books. She introduces them to storytelling through songs, action songs and nursery rhymes. For instance, the childminder encourages children to choose from the many engaging books throughout the room. Babies love to help to turn the pages and lift the flaps as they listen to favourite stories about dinosaurs.

- 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 or visit places of interest. The childminder provides healthy and nutritious snacks and many opportunities for children to be active and physically engaged.
- Children develop good levels of independence and self-assurance. The childminder helps children to make decisions about their play. For example, she provides babies with colourful and stimulating sensory and creative activities to choose from. The childminder encourages children to put on their own coats and shoes and to tidy away after themselves.
- The childminder strongly enriches children's understanding of the world beyond their immediate experiences. She regularly takes children to places of interest, such as farmyards and museums, to broaden their interests. She makes good use of books and other resources to help children to understand that there are different kinds of family groups and cultural beliefs.
- The experienced childminder is ambitious to provide high-quality childcare. She asks children and parents for their views to help her develop her practice. The childminder makes good use of training and regular discussions with early years professionals, such as other childminders, to strengthen the learning opportunities which 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. Parents 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 understanding of her responsibilities to keep children safe from harm. She knows how to recognise signs that a child may be at risk of abuse and neglect. The childminder understands how to record any concerns and knows who to report them to so that appropriate action is taken. She understands the procedures to follow if an allegation is made about her or a member of the household. The childminder makes sure that children play in a safe and secure environment.

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

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

- focus professional development to ensure that all opportunities are taken to fully deepen and enrich children's learning and development.

## Setting details

<b>Unique reference number</b>	EY387201
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10264082
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 May 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a childcare 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 childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained her planning for children's learning.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector reviewed a range of documents relevant to the childminder's practice.
- The inspector considered written feedback from parents to gather their views.

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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