

Childminder report

Inspection date: 28 November 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children delight in using their imaginations while playing at the childminder's welcoming home. For instance, the childminder joins in as they pretend to send an astronaut into space. Children giggle and smile as they have fun as they learn. They show that they are happy and confident at the setting. The childminder prioritises supporting children to understand and manage their emotions. Children are friendly and helpful towards each other, following the lead of the calm and kindly childminder. They behave very well. The childminder offers praise and encouragement as children explore resources freely.

The experienced childminder focuses on helping children to become ready for the next stage of their learning. She is clear about what skills she wants to promote for children to thrive and eventually move onto school. Older children gain independence as they practise putting on their coats and shoes. They learn to use tools, such as scissors and knives safely. Some children begin to write the letters of their name and count confidently up to 10. Younger children progress from using a lidded beaker to having an open cup to drink from. Children show pride in their achievements and are keen to 'have a go'. This demonstrates their positive attitudes to learning. The childminder has high expectations of children who willingly follow routines and show that they feel safe at her home.

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

- The childminder carefully tailors settling-in periods to suit individual children. She uses information about children's preferences and abilities from the start to plan for their specific needs. The childminder adapts her wide-ranging curriculum to narrow any identified gaps for children and provide challenge where appropriate. All children make good progress, including those with special educational needs and/or disabilities.
- Parents say that the childminder is a very good communicator. She develops purposeful partnerships with parents to support the whole family. Parents comment how well informed they feel about their children's experiences and development. They appreciate that their children gain significant life skills during their time with the 'caring' and 'amazing' childminder. Examples of these include cooking and making friends.
- Children visit the library and playgroups, where they meet other children and adults. They learn about similarities and differences between themselves and others. The childminder plans plenty of opportunities for children to interact and practise their social skills.
- Children join in with their favourite songs and rhymes. They choose books to borrow from the library and share cosy story times. The childminder provides a commentary for children's play, introducing new vocabulary. This helps children

to develop their good communication and early literacy skills. However, on occasion, the childminder does not give children enough time to think and answer with their own ideas.

- Children investigate using all of their senses. For instance, they observe what happens when they use torches and lights in a dark den. They learn to listen as they shake instruments to create their own music. Children taste produce that they have helped to grow from seeds in the garden. They feel textures, such as paint, when they mix colours to decorate their leaf pictures.
- The childminder supports children to gain skills in self-care including toileting and handwashing. Children learn about healthy choices, such as by completing a fruit challenge where they try different snacks. They find out about managing their oral health. Children benefit from exercise and fresh air daily. This supports their good physical development.
- Children find out about the world around them. The childminder uses the local environment fully when planning her curriculum. For instance, children collect leaves during nature walks to use in craft activities later. They visit local pet shops to learn about animal care.
- The childminder reads about early years topics to enhance her knowledge and practice. She meets with other childminders to share ideas that enhance her provision. The childminder works closely in partnerships with other professionals, for instance local nurseries. They exchange information to benefit children who attend both settings.
- The childminder is a very good role model. She says 'please' and 'thank you' and is extremely patient with children. She sets age-appropriate boundaries and rules for children. From time to time she sensitively reminds children of these, for example, to 'be gentle' with their friends. Children cooperate well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. This helps to ensure that she fully understands her role and responsibility in keeping children safe from harm. The childminder knows the procedures to follow should she have any concerns about a child's welfare. She assesses any risks both in her home and on frequent outings into the community to minimise hazards for children. The childminder ensures that her home and garden are secure. She helps children to learn about keeping themselves safe. For example, the childminder teaches children about road safety during their many walks. Children help to tidy away resources after activities to help avoid trip hazards.

What does the setting need to do to improve?

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

- enhance the good teaching of communication and language skills even further by giving children more time to think and answer questions.

Setting details

Unique reference number	EY371867
Local authority	Sheffield
Inspection number	10305560
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	26 February 2018

Information about this early years setting

The childminder registered in 2008 and lives in Parson Cross, Sheffield. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder receives funding for three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 and the inspector discussed how the childminder organises their early years provision including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents in written feedback and spoke to children at appropriate times throughout the inspection.

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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