

# Childminder report

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Inspection date: 16 January 2024

<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

The childminder and assistant are incredibly patient with children and happily follow their lead. Children are afforded the time and space they need to explore and discover the world around them. For instance, on walks to the woodland, children delight as they collect sticks to transform into wands to cast magical spells. Their imaginations and sense of wonder are ignited as they play in home-made dens and marvel at their shadows on the ground. Children demonstrate the impact of the curriculum as they recall facts about moles and badgers.

Children are incredibly friendly to one another and to adults. They joyfully embrace the inspector's presence, inviting them to join them in their play. Older children are caring towards younger peers, regularly checking in on them and offering help with concern and affection. The childminder establishes behavioural expectations. She takes the time to explain the consequences of children's behaviour in age-appropriate ways. This helps children to understand routines and expectations, and they behave well.

Children show positive attitudes to completing small tasks independently. The childminder teaches them physical skills such as putting their arms into their coats. She offers sensitive support and encouragement as children overcome challenges proudly. Children's thirst for learning is demonstrated as they excitedly ask to repeat mathematical games again, showing immense pride in their achievements.

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

- The knowledgeable childminder carefully assesses children's development. She uses these findings and information gathered from parents to plan activities and experiences to challenge children. Furthermore, the childminder considers children's interests and expands on these. This helps children to show high levels of engagement. All children make good progress from their starting points.
- Children's critical thinking skills are highly encouraged. The childminder and her assistant respond well to children's curious attitudes. For instance, when children find ice in the woodland area, the childminder sets up an experiment to see what will happen once it is taken indoors. Children speculate and make predictions, showing fascination as it begins to melt. This helps to develop children's enquiring minds and supports their magnificent curiosity well.
- Children's early literacy skills are well promoted through playful experiences. The implementation of the 'Book of the Week' helps children to know a range of stories well. Children show what they have learned and remembered through pointing out letters, as well as the sounds that they make, on street signage and vehicle registration plates. This helps to give them a solid foundation for their literacy development as they progress on to school.

- The childminder provides children with an array of experiences to broaden their understanding of the world around them. They spend lots of time in the local community, immersed in nature. They visit community cafes, playgroups, and woodland areas. Children cheerfully greet postal workers on the street. These rich experiences give them a breadth of opportunities to meet many people from diverse communities. This helps children to develop respect and understanding for others.
- Overall, children learn about some ways that they can stay safe and healthy. They are taught about the benefits of staying hydrated and how to cross the road safely. However, the childminder has not yet fully considered how she can extend this further. This includes, for example, through teaching children how to stay safe while using the internet and digital technology.
- Parent partnerships are a particular strength. The childminder has formed good relationships with the families of children in her care. They are kept well informed and receive ideas on how to support learning at home. Children take home beans that they have planted to grow with parents. This helps to promote a continuous approach to learning, which in turn supports children's good progress.
- The childminder seeks parent views through questionnaires. She completes training to impact positively on the quality of education for children, such as supporting speech development and the pronunciation of sounds. However, supervision sessions and self-evaluations are not yet sharply targeted to raise the quality of the setting to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- develop the curriculum further to build on ways to teach children how to stay safe, including when using the internet and digital technology
- strengthen reflection processes further, including self-evaluation and the supervision of assistants, to identify further ways to improve the quality of the setting to an even higher level.

## Setting details

<b>Unique reference number</b>	EY461696
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10301409
<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>	0 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

The childminder registered in 2013. She lives in the Loxley area of Sheffield. The childminder operates 7.30am to 5.30pm, Monday to Thursday, including some occasional overnight care. The setting is open all year round, except bank holidays and family holidays. The childminder works with two part-time assistants. The childminder and one assistant have early years qualifications at level 6.

## Information about this inspection

### Inspector

Jessica Copland

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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