

Childminder report

Inspection date: 19 January 2024

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 are happy, confident and well cared for in this homely setting. The childminder creates a peaceful and language-rich environment, where children thrive. She makes sure that there are few distractions so that children learn well and interact with ease.

Children choose freely from a range of books and resources. The childminder sits among children and is engaged with them at all times. Children snuggle up to the childminder as she reads a story. The childminder reads with enthusiasm and affection. She repeats words and asks children questions, for example, 'What can you find?' The childminder promotes children's oracy and literacy. She speaks clearly to children so that they are motivated and engaged. The childminder gives children time to think and respond by using their own words. She listens to children so that they feel valued.

The childminder knows each child well. She understands how they learn and what they need to learn next. Children spontaneously sing as they play. At group time, older children sing and use actions. Younger children excitedly babble as they practise vocalising words and sounds. Children gleefully lead the songs and introduce their favourite verses. Children praise each other and celebrate with 'high fives'. Children benefit from the familiar routine. They know what is happening 'now' and 'next' and what is expected of them.

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

- The childminder has high expectations for each child. She challenges children by giving them tasks during their play so that she can monitor what they have learned and understood. For example, she encourages children to count five 'green' toy bears into a 'blue' cup.
- Children are patient, and they learn to take turns. They show respect, kindness and affection towards each other. The childminder models good manners. As a result, children spontaneously say 'please' and 'thank you'.
- The childminder develops strong partnerships with parents and families. She speaks to parents daily and shares photos and information on an app. Children eat together at the table. The childminder shares information with parents about healthy eating. Parents say they notice that their children are eating well.
- The childminder finds out about children's starting points in learning during settling-in visits and through her observations. In addition, she invites parents to share written information about their children so that she can monitor their children's progress and plan activities.
- The childminder's curriculum focuses on getting children ready for school. Children take off their coats and shoes and put them in the box. The childminder

gives children time and recognises exactly where they need help, for example, grasping their zip. She chooses to keep a folder of each child's progress. The childminder uses this to monitor children's progress and to identify any potential gaps in their development.

- The childminder gives children plenty of time to settle. She recognises the importance of reducing the use of dummies when children are settled so that they have every opportunity to develop their speech and language.
- Overall, the childminder supports children to become independent. Children learn to use the toilet and know when to ask for help. Younger children are supported to practise using the toilet, and the childminder encourages them with gentle praise. She helps younger children to use a real cup to drink from. However, the childminder does not yet capture every opportunity to allow children to do things for themselves. For example, she wipes children's noses with tissues, rather than helping them to do this for themselves.
- Parents say that the childminder goes 'above and beyond' their expectations. They comment that they can see how comfortable their children are with the childminder and that they appreciate her kindness. Parents report that their children are making good progress, especially in their confidence and language.
- The childminder has a connection with the local early years support team, which she uses to gain information and support. She has a good relationship with local schools. Children develop their social and physical skills, such as they walk together daily and become familiar with school.
- The childminder is engaged and enthusiastic. She evaluates her practice to explore what is going well. The childminder has recently accessed training and found that this has benefited her practice. She intends to further develop her professional knowledge of early years so that she can maximise the support she offers to children.

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:

- create even more opportunities for children to develop their independence and self-care in everyday activities, such as wiping their noses
- implement the plans for professional development to extend knowledge to a higher level.

Setting details

Unique reference number	EY491790
Local authority	Sheffield
Inspection number	10308489
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2015 and lives in Sheffield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 used for childminding and explained how the early years provision is organised.
- Children spoke to the inspector during the inspection.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and the childminder.
- The inspector took account of the views of parents through written feedback provided.

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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