

Childminder report

Inspection date: 22 February 2024

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| 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 | Met |
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What is it like to attend this early years setting?

The provision is good

Children thrive in this home-from-home environment. The childminder builds positive bonds with the children so that they feel safe and secure. She teaches children what is expected of them so that they learn what is right and wrong. Children follow the daily routine with ease. They tidy up after themselves and look after their toys. They sit together for singing time and snack time and develop important social skills.

The childminder supports children's physical development. She provides them with a range of equipment to help them to develop their muscle strength. For example, children work together to balance on a see-saw and ride around on wheeled toys. When children do not know how to use pedals, the childminder teaches them how to do it. This helps children to learn new skills and make good progress in their physical development.

The childminder has high expectations for all children. She is skilled at developing children's range of vocabulary. She regularly repeats what children say, ensuring that she models sentence structure and the correct formation of words. This encourages children to use more language and words themselves. Children who are progressing with their language skills use words such as 'sparkle' and 'rough'. In addition, the childminder supports children who speak English as an additional language to develop their communication skills. She models words while encouraging parents to also use their child's home language.

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

- The childminder focuses on the skills she wants children to have by the time they go to school. For example, she focuses on teaching them independence. She teaches them how to put on their own shoes and coats. Children become independent from an early age. They develop the skills that they need to help them to transition to the next stage in their lives.
- The childminder introduces mathematical language into children's play. Children can count in different variables, depending on their age and stage of development. They recognise colours and shapes in the environment and match numbers to amounts of objects. Children make good progress in their mathematical development.
- The childminder provides opportunities for children to develop their fine motor skills. She provides mark-making resources and children practise using scissors to cut paper. They attempt to fasten the zips on their coats and put on their own socks and shoes. They pick up small materials to glue and stick and put lids back onto pens. This helps children to develop the muscles in their hands and prepares them for early writing skills.

- The childminder teaches children how to keep themselves healthy and safe. She teaches them about toothbrushing and healthy foods. Children learn about road safety. Parents say that children remember what they have learned and practise these skills at home.
- The childminder provides opportunities for children to use their imagination. They make 'chocolates' and 'cakes' out of dough. However, the childminder does not provide enough opportunities for children to come up with their own ideas. She will often direct their play. This does not allow children to practise their own critical-thinking skills.
- The childminder asks children questions as they play. However, when children answer, she does not regularly ask more questions. This limits opportunities that children have use their imagination or have two-way conversations.
- Children benefit from valuable experiences in the wider community, such as visiting playgroups where they can socialise with a wider group of children and develop their social skills. Children learn that they are part of a community and have experiences they might not otherwise have.
- The childminder communicates with parents about what their children learn. Parents say that this helps them to have conversations with their children when they are at home. The childminder shares resources to help parents to support their children's learning at home. This contributes to the good progress that children make.
- The childminder considers training that will help her to develop her skills. For example, she has recently received training to support her to further understand children's development. This has helped to her to plan more meaningful activities and teaching, which helps children to make better progress in all areas of learning.

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:

- provide more opportunities for children to come up with and test out their own ideas
- consider how to develop the use of questions to encourage even more two-way conversations with children and further develop their vocabulary.

Setting details

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| Unique reference number | 300512 |
| Local authority | Sheffield |
| Inspection number | 10305630 |
| 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 | 0 to 4 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 28 February 2018 |

Information about this early years setting

The childminder registered in 1998 and lives in Sheffield, South Yorkshire. She operates all year round from 6am to 6pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Aimee Hill

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' 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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