

Childminder report

Inspection date: 6 July 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children develop close relationships with the childminder, who makes them feel safe and secure in her care. They approach the childminder to share their favourite books with her. Children turn the pages as the childminder points out the key points in the books. She says key words from the story, and children repeat them back. This supports children to increase their vocabulary while developing a love of books.

Children are physically active, and they learn about their bodies. They point to their body parts and join in with the actions from a familiar song. The childminder encourages children to bend their knees and stretch out their arms. Children lay on the floor and, then, jump up and laugh as they 'hop like rabbits'.

The childminder supports children to develop their independence and confidence. She encourages children to wash their hands and put on their own shoes to go outdoors. Children show how independent they are as they get the table ready for snack, pulling up their chairs and clearing away their toys. Children behave well and know what is expected of them. They say 'please' and 'thank you' without being prompted and give their friends a drink when they need one. Children learn how to make a positive contribution, ready for going to school.

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

- The childminder gathers information about children when they first start to find out what they already know and can do. She builds on this as she continues to use assessment to inform her planning. The childminder knows the key skills that she wants children to learn by the time they go to school, such as self-care skills and being able to communicate their needs. This helps children to be ready for the next stage in their learning.
- The childminder completes the progress check when children are aged between two and three years. This helps her to identify where children are making progress and where they may need extra support. The childminder shares this information with parents so that they understand how their children are developing. She identifies how she can support children to develop further, such as encouraging them to play alongside other children and improving their concentration skills.
- The childminder supports children's mathematical development. Children learn about colours and shapes. They point out colours of their toys and the shape of their snacks as they say, 'Look, it is a circle.' Children count together as they spoon soil into plant pots. Children learn simple mathematical concepts from an early age.
- The childminder introduces new language to children to increase their range of

vocabulary. For example, she says words such as 'rolling' and 'squeeze' as children manipulate dough. The childminder says 'lever' and 'push' as children use equipment to push the dough through. Children hear and develop a wide range of vocabulary.

- The childminder asks questions while children play about what they are doing and gives them time to answer. However, she does not always allow children time to think and test out their own ideas when they are capable to do so. Very occasionally, this means that children do not get the opportunity to think independently.
- The childminder provides many experiences outside of her home. Children enjoy visiting the local library to choose books and take part in group activities, where they can be creative and meet other children. This helps them to feel a sense of belonging and community.
- The childminder builds positive relationships with parents. They describe being pleased with the quality of care and learning that their children receive. Parents say that the childminder shares information about what their children have been learning so that they can continue this at home. This contributes towards their children's ongoing progress.
- The childminder evaluates her provision regularly. She considers ways that she can continue to improve her practice by linking with other childminders and undertaking courses. This helps the childminder to further understand children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date by undertaking regular training and checking local safeguarding procedures and guidance. She is confident to identify the signs that a child may be suffering from harm or abuse. The childminder is clear about taking swift action to report concerns so that children receive the support they need. She has recently undertaken a course on safer sleep to ensure that she is following recommended guidelines to keep children safe while they sleep. The childminder conducts risk assessments to make sure that children are safe on the regular trips out they take together. The childminder keeps a register of children's attendance so that their safety is always considered at all times.

What does the setting need to do to improve?

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

- provide further opportunities for children to think for themselves and test out their own ideas.

Setting details

Unique reference number	2564816
Local authority	Sheffield
Inspection number	10247210
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	2 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 June 2022

Information about this early years setting

The childminder registered in 2019 and lives in Sheffield. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises, and they discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact 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 spoke to several parents during the inspection and took account of 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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