

Childminder report

Inspection date: 17 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder. They leave their parents with a smile and a wave. Children explore the learning environment independently. They benefit from a well-resourced, accessible environment, indoors and outdoors. Children hang up their coats and take off their shoes independently before going to play. They have good bonds with the childminder, who knows them well. Children feel safe and secure with the childminder. They seek out her support when needed. The childminder meets children's personal needs swiftly and effectively.

There are lots of opportunities for children to develop their physical skills. For example, children explore the outdoor playhouse, where they play peekaboo with the childminder. They giggle happily as they play. Children are supported to use climbing equipment and ride-on bicycles. They are given opportunities to learn about the local community and the world around them. Children frequently visit the library, play gym and park, where they meet and socialise with their friends. Children thoroughly enjoy their time with the childminder, who works hard to ensure that all children have a positive experience while in her care.

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

- Children benefit from a program of activities that they enjoy. They paint, draw and explore a variety of play opportunities. Children enjoy playing, indoors and outdoors. Children engage in role-play activities, which is supported by the childminder. However, at times, during planned activities, the childminder is unsure of how best to support children's next steps in learning. As a result, some activities do not always focus precisely on children's individual needs.
- The childminder has clear expectations of children's behaviour. She supports children through lots of praise and encouragement. She is quick to address any unwanted behaviour and supports children's understanding of this well. Consequently, all children are respectful and behave well.
- Children's communication is supported well. This is because the childminder has a clear curriculum intent that focuses on supporting children's communication development. The childminder offers a gentle narrative as children play. She encourages children to repeat words and learn new vocabulary, such as 'scoop'. Children enjoy reading stories together and singing a variety of songs. They smile with delight as the childminder sings with them.
- The childminder encourages children to be independent at every opportunity. Children hang up their coats, take off their shoes and wash their hands independently. This is met with lots of praise and encouragement from the childminder. As a result, children display a can-do attitude towards their learning. They are happy to have a go and persevere when struggles arise.
- Children learn about making healthy choices. They benefit from nutritious snacks

each day and a packed lunch from home. Children have opportunities to develop their physical skills each day. The childminder provides parents with information on healthy packed lunches and oral hygiene.

- Parents are happy with the care and education provided to their children. They talk positively about the childminder's 'home from home' environment and how this has had a positive impact on their children. Parents explain how the childminder has always gone 'above and beyond' to support their child and family.
- The childminder has kept up to date with mandatory training, such as first aid and safeguarding. However, she does not target her training and professional development precisely enough to enhance the quality of education to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures, and these are firmly embedded into her practice. She is aware of action to take should she have a concern about a child's safety or welfare, and she knows the signs and indicators of abuse. The childminder has risk assessments in place to ensure that her premises remain safe and that children are safe when going on an outing. She keeps mandatory training up to date and ensures that she knows about any changes to legislation, regionally and nationally.

What does the setting need to do to improve?

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

- focus teaching and planned activities more precisely on children's next steps in learning to promote their progress to the highest level
- extend professional development opportunities further to enhance teaching skills and knowledge to a higher level.

Setting details

Unique reference number	2598116
Local authority	Sheffield
Inspection number	10263959
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	2
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Sheffield. She operates from 8am to 6pm, Monday to Friday, except for the school summer holidays.

Information about this inspection

Inspector

Yvette Brown

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector took account of the views of parents.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.

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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