

Childminder report

Inspection date: 25 February 2020

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

The childminder has a wealth of experience caring for children. She offers a homely and welcoming environment where children receive a good level of emotional support and reassurance. Her kind and nurturing approach helps children to settle well and feel safe and secure in her care. Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Children readily go to the childminder for cuddles when they need reassurance. Older children ask for help when they need it and the childminder responds appropriately. The childminder teaches children to be polite and encourages them to keep trying. This helps them to develop resilience.

The childminder has organised her home effectively to enable children to follow their interests and choose toys and resources independently. Children can find and reach what they need. They have good opportunities to make choices and lead their own play and learning. Children independently choose books and listen with interest as the childminder patiently reads the story. The childminder asks questions about the book to extend children's understanding, comprehension and engagement.

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

- The childminder completes regular assessments of children's development and identifies what they need to learn next. She consistently uses this information to focus planning on extending children's learning as far as possible. Children engage in purposeful learning and are gaining the skills required for their future learning and eventual move on to school.
- Children are keen to engage with the childminder and take part in the activities she offers them. For example, she provides children with opportunities to paint and explore colour mixing. Children talk enthusiastically about mixing red and green paint and are fascinated to discover that the result is brown.
- The childminder encourages children to be independent from a young age. She supports children to take part in everyday routines, such as setting the table for mealtimes. She promotes healthy lifestyles, and children understand the importance of washing their hands. The childminder provides a broad range of healthy food and snacks. She uses these important opportunities to develop children's independence well. For example, she encourages children to prepare their own fruit.
- Children enjoy engaging in role play. They delight in imitating care routines with dolls, such as changing their nappy and clothes. They place them in the high chair to give them play food.
- The childminder works hard to establish good professional relationships with staff at additional settings that the children attend. She keeps in regular contact

with them to share what children need to learn next. This supports continuity in care and learning for children who attend two settings.

- The childminder provides really good opportunities for children to enjoy outdoor play and exploration. They learn about the natural world through a range of outings and experiences. For example, children visit local parks and playgroups.
- The childminder is a positive role model. She forms strong bonds with the children. This helps to support their emotional well-being and good behaviour. The childminder constantly models politeness and consideration and expects the children to follow her example.
- The childminder shares information with parents effectively. She seeks the views of parents and children and works with them to identify areas to improve. The childminder provides a flexible childcare service that meets the differing needs of children and their families. She is well organised and has completed all mandatory training. However, she has not established a programme of professional development to increase her knowledge and raise the quality of teaching and learning even further.
- Children concentrate for long periods of time. They become engrossed in their learning while participating in activities that reflect their interests. Children are motivated by the childminder, who asks them lots of questions. As a result, children think for themselves and explore concepts such as why, what and how.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children in her care. She is aware of what signs and symptoms might indicate that a child is at risk of harm. The childminder knows the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare. The childminder uses risk assessments effectively to minimise risks to children in her home and when she is on outings.

What does the setting need to do to improve?

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

- strengthen professional development and focus on raising the quality of teaching to ensure the highest standards of practice and teaching.

Setting details

Unique reference number	300259
Local authority	Sheffield
Inspection number	10065753
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 October 2015

Information about this early years setting

The childminder registered in 1992 and lives in Sheffield. She operates term time only from 8am to 4.30pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The childminder and the inspector carried out a joint observation together.
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children, and took into account the views of parents.
- The inspector observed the quality of teaching during activities and evaluated 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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