

Childminder report

Inspection date: 10 August 2022

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 show that they feel happy and safe with the childminder. They display a strong sense of belonging in her comfortable home and form close attachments to her. Children encourage the childminder to join in with their play as they explore the interesting and stimulating resources. They benefit from her positive interactions, reassurance and praise. This helps to develop their self-esteem and they learn how to be resilient. For instance, during ball games, children find it difficult to catch the balls. The childminder skilfully teaches children new catching techniques and promotes a growth mindset of 'anything can be achieved with perseverance'.

The childminder is a good role model. She teaches children to be kind and respectful. Children behave well and are motivated to learn. They develop strong social skills and are tolerant individuals. They show care towards their friends and the childminder. Children have a strong sense of belonging and take pride in their play environment. They tidy toys away and are proud of their achievements. The childminder observes children as they play to find out about what they enjoy and what they can do. She regularly reviews their progress to identify any possible gaps in their development. Children are well prepared for their move on to school.

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

- Before children start to attend, the childminder gathers key information about them to plan familiar care routines and ensure effective settling-in arrangements. The childminder develops positive relationships with parents. She shares information with them about the progress their children are making and the care that they receive. Parents speak very highly of the childminder. They say that 'their children are safe, cared for and making good progress, and are treated like a member of the family.'
- The childminder has high expectations for all children. She provides a range of good quality resources that enhance children's learning and development. Overall, children benefit from a language-rich environment and they enjoy listening to stories, songs and rhymes. However, the childminder does not always provide children with enough time to think and respond to questions. This does not fully support children's communication and language skills to the highest level.
- The childminder continually engages children in conversations. These positive interactions help to promote children's emerging communication and language skills. For example, children enjoy the story 'Shark in the Park' and explain to the childminder about how sharks live in the sea. They are keen to show the picture of it, explaining, 'This is the shark on the front cover, next to the spine of the book.'

- Children have plenty of opportunities for fresh air and exercise. For example, children enjoy crawling through the outdoor tunnel into the ball pool. The childminder takes children on regular outings, and they benefit from accessing activities, such as toddler groups. These experiences help to further promote their social skills and large-muscle skills.
- The childminder is committed to her ongoing professional development. She has completed online courses and formed links with other childminders. They meet regularly to discuss ideas for activities. This supports self-evaluation very well and informs her professional practice.
- Children are well prepared for the move on to nursery and school. The childminder develops good links with local nurseries and school, to share information about children's progress and well-being. For example, she takes them on visits to the school and nurseries.
- The childminder consistently develops children's independence. She encourages children to wash their hands frequently and has effective measures in place to protect children against the risk of infection. For example, children use disposable paper towels to prevent cross-infection and antibacterial hand spray is accessible to them with supervision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe in her care and ensures their safety is maintained. She has a good knowledge of safeguarding protocols and actions to take if there are any concerns over a child's welfare. She has a clear understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. The childminder is mindful of safeguarding issues, including the 'Prevent' duty, and attends regular training to ensure children are kept safe. She appropriately supervises children. The childminder has robust records, policies and procedures, which help to support children's well-being.

What does the setting need to do to improve?

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

- provide children with more time to respond and think about questions, to support their communication and language skills to the highest level.

Setting details

Unique reference number	300531
Local authority	Sheffield
Inspection number	10065758
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 September 2015

Information about this early years setting

The childminder registered in 1998 and lives in Sheffield, South Yorkshire. She operates Monday to Friday, from 7.30 to 5.30pm all year round, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jane O'Callaghan

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.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The childminder completed a learning walk of areas of the home used for childminding with the inspector.
- The inspector tracked children's progress and sampled their learning and development records.

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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