

Childminder report

Inspection date:

12 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children greet the childminder warmly when she collects them from school. The childminder is a strong role model and has high expectations. She creates a calm and positive tone for her provision. This is reflected in the respect children show to each other. For example, older children are keen to involve younger ones in their games and patiently explain how to play them. Children feel confident and safe in her care. Parents appreciate the strong support the childminder gives to helping children manage their personal hygiene, including toilet training. She ensures her home is warm, clean and hazard free.

The childminder provides many rich experiences to enrich the personal experiences. Children extend their physical and social skills through frequent trips to parks and walks around the local area. They often travel on public transport together to wildlife parks, museums and for a day at the seaside. Children are very well behaved. They are clear about what is expected of them and follow the childminder's instructions promptly. For instance, they do not hesitate to gather around and check for bags and coats when they leave the playground. Parents strongly recommend the childminder to others. They particularly appreciate the childminder's consistent approach and homely setting. 'She is always calm and people-centred,' is typical of their views.

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

- Children learn to be polite and considerate. For example, they use plenty of unprompted 'please' and 'thank you' as they sit together for their teatime snack. They warmly welcome the many options of nutritious food and keenly help prepare the table and share the teatime snack. Children know the daily routines and follow them well.
- The childminder helps children to understand differences and similarities in their immediate and wider communities. For example, children learn about many cultures and countries through their artwork and role play. They make masks based on international, traditional and contemporary tales or produce Hindu rangoli designs.
- The childminder builds very strong relationships with parents. She works closely with them to help new children settle smoothly into her care. The childminder finds out about children's needs and interests and makes sure that they are incorporated into the toys they can choose from. She speaks to parents everyday to ensure that children are happy and secure in her care. Parents value the guidance the childminder provides on any parental issues or concerns they may have.
- The childminder has productive relationships with other settings and schools that

children attend. She shares information on routines and any concerns each day. She provides opportunities for children to complete homework tasks, or research topics and themes they are studying. She encourages children to use their creative imagination. For instance, they work together to create hygiene posters to suggest how to protect each other from winter infections.

- Children have many opportunities to be physically active. They regularly play in the school playground, local parks and the childminder's spacious and well-equipped garden. The childminder encourages children to be increasingly adventurous and develop their climbing and balancing skills. Children have regular access to drinking water and healthy snacks.
- Children speak very highly of the childminder. They say that they are never bored, and that the childminder looks after them extremely well. There is always plenty to do and that they have many chances to make their own suggestions for activities. The childminder has a wide range of books and opportunities to listen to stories or just relax.
- Children are supported well to develop positive attitudes and skills for their future well-being. They have many chances to make choices and share their ideas. However, occasionally, opportunities are missed to further enhance children's independence, such as tidying away resources when they change activity.
- The experienced and well-qualified childminder is reflective and ambitious in the care she provides. She has a clear vision for the consistency and quality of provision. The childminder makes good use of opportunities to meet with other childminders to extend and enrich her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she has concerns for a child's welfare. She regularly refreshes her knowledge of safeguarding through training and links to the local safeguarding website. She keeps up to date with any changes to safeguarding policy or procedures. She has a good understanding of wider issues such as the risk of children being exposed to extremist views. The childminder is vigilant and makes certain the premises are always safe and secure.

Setting details

Unique reference number	300576
Local authority	Sheffield
Inspection number	10065760
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	22 September 2015

Information about this early years setting

The childminder registered in 1999. She lives in the Greystones area of Sheffield. Her provision operates Monday to Friday throughout the year, except for bank holidays and family holidays. She has a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed children during their activities and assessed the impact of the childminder's interaction.

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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