

Childminder report

Inspection date: 24 July 2024

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 are happy and well cared for in this homely setting. They choose what to play with as they start the day. The childminder is available for children, such as she sits on the floor among children. She plays with children, offers ideas and narrates their play. Children talk about familiar places that they have visited, such as where the local tram stops. They sing songs about trains and playfully recall the announcements from the tram, saying, 'The next stop by request will be.'

Children feel valued and enjoy themselves. The childminder knows children well. She enjoys children's company and they like her. Younger children play among older children. Children are calm, kind and interested in each other. They develop a bond with each other and with the childminder. As a result, children have a sense of belonging and are ready to learn from the experiences on offer.

The childminder encourages children to spend lots of time outdoors. She provides a stimulating environment where children can follow their interests. Children happily explore the corners of the garden, chase bubbles and look for insects. The childminder teaches children to assess risks and help each other to learn new skills, such as riding tricycles down a grassy slope.

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

- Young children take the childminder by the hand when they want help. The childminder interprets and says 'come with me' so that they hear words they might say. She observes children to monitor their progress. The childminder recognises children's new words and emerging speech patterns. However, she does not consistently help children to hear the correct pronunciation of words they say, such as by repeating words back to children.
- Overall, the childminder helps children to develop healthy lifestyles. Children learn to sit in the shade and to wear hats to protect them from the sun. Children eat together at the table and share healthy meals and snacks. Children talk about foods that are healthy and learn to pour their own drinks. However, they sometimes drink juice rather than water, which does not help them to develop an awareness of how to maintain good oral health.
- The childminder knows children well. She finds out about children during settling-in visits, conversations with parents and through observations. The childminder is tuned into the needs of children. For example, she recognises when they become tired offers cuddles.
- The childminder focuses her curriculum on developing children's social skills and on teaching them to be independent. Children learn to use the toilet independently, wash their hands and put on their own shoes. Children listen to the childminder and follow instructions. They spontaneously put things away

when they have finished. Children have good manners and say 'please' and 'thank you'.

- Children walk to school each day and make regular visits to local parks, farms and outdoor attractions. The childminder works closely with another childminder to share good practice and ideas. She networks with other professionals to access information, such as gathering information about speech and language.
- The childminder offers children opportunities to experience freedom and make choices. She adapts activities so that all children can participate and make decisions. Children climb into the water trough to explore the sensory feeling. They are calm and absorbed in their experience. Children enjoy returning to repeat the sensation. The childminder is playful, kind and supportive. However, on occasions, she interrupts children's learning by asking questions and helping them to do things they have been doing for themselves.
- The childminder shares information with parents in daily conversations and on an electronic app. Parents are very pleased with the provision. They say that they value the help and support they receive. Parents comment that the childminder shares information and photos daily and that she is approachable and kind. Parents report that their children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to hear the correct pronunciation of their emerging language, such as by consistently repeating back words to children
- continue to support children to have an even better understanding of oral health
- give children more uninterrupted time to engage, extend their own ideas and experiment during their play.

Setting details

Unique reference number	300632
Local authority	Sheffield
Inspection number	10357627
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 December 2018

Information about this early years setting

The childminder was registered in 2010 and lives in Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

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 showed the inspector around the areas used for childminding and how the provision is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documents.
- The inspector observed interactions between the childminder and children.
- The inspector spoke to 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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