

Childminder report

Inspection date: 27 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

Children are very happy in the childminder's care. They eagerly ask her to join their play. The childminder is fun and enjoys playing imaginatively with children. They pretend to go shopping and discuss what healthy foods they might buy from the fruit shop. The childminder successfully extends language development by introducing new words, such as 'sweetcorn' and 'broccoli'. Children eagerly make independent choices in their play. For example, they choose to build with large blocks, creating a high wall and a castle. Secure bonds between the childminder and children are evident. Children behave well. They demonstrate that they feel happy and safe in her care. The childminder has high expectations for children's behaviour and reminds them of the rules of the setting. For example, when children become overly excited, she provides gentle reminders about what is expected. The childminder gathers vital information from parents to enable her to support children appropriately when they begin at the setting. She uses robust observations and assessments to help her to plan a range of challenging activities that further extend children's learning. For instance, the childminder challenges children to count objects in books and match them to the correct numerals.

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

- Partnerships with parents are good. The childminder works closely with parents to share information about what children are learning. Furthermore, she regularly shares ideas of activities that parents can carry out at home. Parents make positive comments about the childminder. They say that they are 'extremely happy with the care provided'.
- Overall, the childminder has established effective links with the other early years settings children attend. She has good transition procedures that help children to smoothly move on to their next setting. However, the childminder does not make the most of the partnerships with other settings, for example to discuss children's learning and progress in order to ensure continuity of their care and learning.
- The childminder supports children to develop their independence and self-care skills. For example, they learn to use the toilet independently and wash their hands at appropriate times during the day. Furthermore, the childminder supports children to put on their coats and shoes.
- Children develop a love of reading. They listen intently to stories and enjoy how the childminder changes her tone and expression as the story develops. Children enjoy recalling parts of their favourite stories. For example, they talk about how the parrot is 'sad'. This helps to support children's early literacy skills.
- The childminder takes children on regular outings in the local community to help them develop understanding of the wider world. Children benefit from visits to local parks, soft play and playgroups. This helps to develop children's social skills.

as they mix with other children at the groups that they attend.

- The childminder is experienced and has completed all mandatory training. Furthermore, she has attended training to support children's learning and development. However, there is scope for her to further develop her strategies to support continuous improvements in the service she provides.
- The childminder has a good understanding of the different ways in which children learn. She ensures children's interests are followed, with their next steps carefully woven into play. For example, she uses creative activities to further develop children's knowledge of colours, shapes and sizes.
- The childminder reinforces rules and boundaries consistently. She encourages children to share, take turns and be kind. This helps them to develop a sense of right and wrong and feel emotionally secure. As a result, children behave well and are considerate of each other.
- Children have plenty of opportunities to extend their physical development. The childminder takes them outside regularly, for example on daily walks, and they regularly access her garden. This helps children to practise skills such as running, climbing and balancing. Furthermore, children have many opportunities to develop their small-muscle skills. They roll and manipulate play dough and use glue spreaders and paintbrushes as they design and create pictures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities to keep children safe. She knows how to identify any potential concerns and the correct procedures to follow to report them. The childminder ensures that she regularly updates her safeguarding knowledge by attending relevant training courses. This helps her to find out about any new legislation. For instance, the childminder is fully aware of the need to prevent children from being drawn into wider safeguarding issues, such as extremism and radicalisation. She is also confident of the procedures to follow should an allegation made against her or a family member.

What does the setting need to do to improve?

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

- build on the ways in which information about children's learning is shared with other settings that they attend
- make better use of current strategies to enhance self-evaluation even further.

Setting details

Unique reference number	324638
Local authority	Sheffield
Inspection number	10065765
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	3 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 December 2015

Information about this early years setting

The childminder registered in 2001 and lives in High Green, Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector and the childminder observed and evaluated an activity.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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