

Childminder report

Inspection date: 14 June 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 have strong bonds with the childminder. They feel very safe and secure in her care. For example, children run into her arms to enjoy cuddles and receive warm interactions. They happily choose what to play with when they arrive and know the setting well. The childminder has high expectations of the children who attend. She communicates these expectations clearly. Children behave very well at all times. They are extremely polite and courteous.

The childminder's curriculum is ambitious for all children. They make good progress. Children benefit from a range of experiences which prepare them for their next stage in life. They are confident and demonstrate high levels of self-esteem. For example, children delight as they close the curtains to play with flashing light toys. They discuss the vibrations and colours of the lights.

The childminder changed her routines during the COVID-19 pandemic. These changes limited transmission of the virus and kept children and families safe. Parents now pick up and drop off at the front door. Parents are happy with the changes. Daily conversations at pick-up time help parents to keep well informed about the children's learning and development.

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

- The childminder creates a language-rich environment. Children participate in many conversations with the childminder throughout their day. For example, children enjoy talking together as they enjoy their snack at the dining room table. They talk about the squirrel they spot in the garden. The childminder asks questions to extend children's learning. For example, she asks, 'where could he be going?'
- The childminder prepares children for their next stage in learning. They develop the skills they need for starting school. However, the childminder has not yet made strong links with schools and settings children also attend, to provide greater consistency in children's learning.
- The childminder provides an environment which promotes physical play. For example, children dance to the 'velociraptor' song with the childminder in the kitchen. They make unique movements to the music. Children run around in the large garden. They have access to lots of play equipment, such as the see-saw, slide and swing.
- The childminder teaches children about the world in which they live. Children enjoy regular outings. They visit the Bear Pit in the Botanical Gardens. The childminder uses these visits to bring the story of 'We're Going on a Bear Hunt' alive. This helps children develop a love of reading and literacy.
- The childminder has good networks with local childminders. These networks

help her keep up to date with changes. However, the childminder does not target her professional development to improve her skills and knowledge and enhance children's achievements further.

- Children learn words that help them to describe how they are feeling. For example, children choose to play with baby dolls. The childminder demonstrates care and kindness as she role models caring for a baby. The children mirror this kindness and gentle care in their play.
- The childminder has strong bonds with the children she cares for. Babies seek comfort from the childminder, who is responsive to their needs. Children enjoy warm interactions during their day and feel happy in her care.
- The childminder promotes children's independence well. She works closely with families to develop children's personal skills. For example, she creates toilet training plans for two-year-olds. Parents appreciate this support and report that children make good progress.
- The childminder encourages children to develop a love of reading. She has a wide range of books in the setting. Children enjoy regular visits to the local library. They have the opportunity to choose books to borrow and bring back to the setting. Children learn to become familiar with stories.
- Parent partnerships are very strong. The childminder provides parents with a wealth of information about their children's progress and development. Parents are extremely happy with the service. They report that the childminder is an 'anchor' and they feel very supported. They like that the children celebrate festivals from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard children. She understands how to identify the signs and symptoms of abuse. The childminder knows how to make referrals to services if she feels a child is at risk of harm. She has good systems and risk assessments in place which keep children safe. Children are supervised well. The childminder has a paediatric first-aid certificate. All equipment and resources are safe and in a very good state of repair. The childminder implements hygiene routines that limit cross infection.

What does the setting need to do to improve?

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

- improve communication with schools and the other settings children also attend to support continuity in children's learning
- extend professional development opportunities which will support children's learning and development to an even higher level.

Setting details

Unique reference number	501525
Local authority	Sheffield
Inspection number	10065768
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	30 July 2015

Information about this early years setting

The childminder registered in 2001 and lives in Sheffield. She provides care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Clare Bligh

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had 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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