

Childminder report

Inspection date: 8 January 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 happy, safe and secure in the setting. They enjoy the homely environment that the childminder creates. They move with ease around the childminder's home and independently select resources to explore from the wide range on offer. Children investigate natural objects and delight in shaking sensory bottles filled with glitter, beads and rice.

Children develop close relationships with the childminder, who has a warm, kind, and caring nature. They regularly seek her out for affection and to join in with their play. Children enjoy sitting close by the childminder as they listen to stories.

The childminder has high expectations for all children. She is a good role model and supports children to learn right from wrong from an early age. She encourages children to share and take turns with resources. Children are well behaved and polite.

Children are confident, self-assured individuals who are engaged and eager to learn. They develop good social and communication skills. For instance, children laugh and giggle with delight as they explore filling and emptying containers with cereals. They practise their hand-to-eye coordination and develop their small-muscle skills during the activity.

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

- The childminder takes time to get to know the children in her care and what makes them unique. When children first join the setting, the childminder works closely with parents to help children to settle in. She gathers a range of information including what children like, dislike and what they can do. The childminder uses this to support children's learning and development.
- Children have access to a wide range of resources and activities. They move freely around the childminder's home and choose where to play. The childminder incorporates children's interests into the activities that she plans, while making sure she supports children's learning needs. She follows children's lead and joins in with their play. Occasionally, the childminder misses opportunities to extend children's knowledge, to help them to make connections between play and their own experiences.
- The childminder observes children during play to find out what they understand, know and can do. She assesses their development to identify any gaps in children's learning and plans activities to close these swiftly. Children achieve across the areas of learning and develop their knowledge and skills.
- The childminder supports children's communication and language development effectively. For example, as children play with farm animals, she adds a narrative

to their play. The childminder names animals, repeats words and phrases back to children and introduces new vocabulary.

- The childminder is kind natured and supportive. She offers children plenty of praise and encouragement as they play. The childminder is positive and celebrates children's achievements. For instance, she cheers enthusiastically as children manage to fit pieces into an insert puzzle independently.
- The childminder meets children's physical and emotional needs well. She uses routines, such as changing nappies and mealtimes, as a learning opportunity and supports children to develop their social and communication skills.
- Children learn about the importance of leading a healthy lifestyle. The childminder offers children plenty of fresh fruit and vegetables for their snack. She works with parents to ensure they provide healthy and balanced meals.
- Children are active and have access to fresh air daily. The childminder plans a range of outings which help children to develop their physical skills and learn about the wider world. For instance, children enjoy nature walks, visits to farms and museums and attend a local toddler group each week.
- There is a good exchange of information between home and the setting. The childminder keeps parents informed about what their children are doing and learning in the setting. This helps parents to support children's learning at home.
- The childminder keeps her knowledge and skills up to date through undertaking a variety of training opportunities. The childminder seeks feedback from parents about her setting. However, her self-evaluation process is not precise enough to identify specific areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe. She regularly risk assesses her environment and minimises any potential hazards. She teaches children about being safe in her home and on outings. The childminder keeps her safeguarding knowledge up to date. She is aware of what signs and symptoms might indicate a child is at risk of harm. The childminder knows the correct procedures to follow and who she should contact regarding any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- enhance strategies to help children to make links between their play and learning experiences
- develop the use of self-evaluation to identify the strengths and priorities for development across the setting.

Setting details

Unique reference number	503505
Local authority	Sheffield
Inspection number	10072926
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2001 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 two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held a number of discussions with the childminder throughout the inspection and looked at a sample of documentation.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector spoke to and interacted with children during the inspection.
- The inspector considered parents' views 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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