

Childminder report

Inspection date: 22 March 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

The curriculum supports children's early literacy and communication skills well. The childminder shares simple stories with children. Children enjoy finding out who is hiding under the lift-up flaps. They discover the different animals the zoo has sent. The childminder encourages children to talk about what they see in the book. She chooses stories that help children to practise and learn new vocabulary, such as animal names. Children enjoy and take part in action songs, such as 'Wind the bobbin up'. They play instruments, such as the xylophone and shakers, to stimulate their enjoyment of music. The childminder introduces early mathematics to children through songs and rhymes. For example, children count as they sing along to 'Once I caught a fish alive'.

The childminder congratulates children for their kindness to others, for instance when they get a chair for their friend to sit on. She also supports children who sometimes struggle to regulate their behaviour. For example, she talks with children about good actions, such as 'kind hands', and the importance of sharing with peers. The childminder supports children to develop a sense of right and wrong. She promotes children's happiness. Children show how they feel safe in this welcoming home-from-home environment.

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

- The childminder has good links with the local school. She takes children to stay-and-play sessions. Here, children have opportunities to mix with larger groups of children and adults and to become familiar with the school environment and the teachers. The childminder prepares children emotionally for the larger social network of school.
- Children visit the library and go on walks to the local park, school and woods. They also visit play centres for additional challenging physical exercise. Children develop important life skills. For example, they learn how to travel by bus or tram and to cross the road safely. The curriculum supports children to increase their knowledge and sense of the world around them.
- The childminder considers her curriculum to support children's hand-to-eye coordination skills and their small-muscle development. Children use magnetic fishing rods to 'catch' objects. The childminder introduces colour and names sea creatures, such as the 'green octopus' and the 'blue shark'. Some children recognise the colour orange. However, the childminder does not always plan for the varying abilities of the children in the group. This means that the youngest children lose interest and observe others or leave the play.
- Children enjoy play with the shape sorters and puzzles. They show their perseverance as they twist and turn pieces and shapes until they fit into the right space. Some children count in sequence from one to four. They know that

two follows one when asked by the childminder. The curriculum supports children's early mathematical understanding of numbers and shapes.

- The childminder has good working relationships with parents. She shares lots of information about children's learning and development, for example through photos, 'wow' moments and the progress check for children aged between two and three years. Parents contribute to their child's baseline assessment and they share learning from home. They write how the childminder is 'kind' and 'patient', and they comment that although their children are happy to see them at the end of the day, they are never desperate to leave the childminder's care.
- The childminder keeps her mandatory training up to date, such as safeguarding and paediatric first aid. However, she has not yet fully considered her professional development to enhance the already good quality of teaching to benefit children further.
- Children learn about different family makeups. They understand how some children live with grandparents, aunts and uncles. Children learn about the role that foster carers play in a child's life. The childminder teaches children about different cultures and religions. She takes children to stand outside the local mosque where they can, on occasion, see and hear people taking part in prayer. Children also learn about different festivals, such as Eid and Chinese New Year. The childminder develops children's understanding of people and communities well.

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:

- focus more precisely on the learning intentions for the youngest children during adult-led group activities to ensure they remain engaged and benefit fully from the learning opportunities offered
- consider professional development opportunities to enhance the already good quality of teaching of the curriculum.

Setting details

Unique reference number	EY240044
Local authority	Sheffield
Inspection number	10317016
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Sheffield. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

Information about this inspection

Inspector

Jane Tucker

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 provider.
- The childminder and the inspector completed a learning walk together and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Parents shared their written views on the childminder with the inspector.

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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