

Childminder report

Inspection date: 19 April 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 feel safe and secure in the childminder's warm and welcoming home environment. The childminder is aware of the possible effects of the COVID-19 pandemic on children and their families. She has adapted some routines, such as settling-in sessions which have been carried out in the garden and local parks. This is helping children to settle quickly and form close attachments with the childminder. Children are confident because the childminder is attentive to their needs and responds quickly with cuddles and offers of reassurance. This supports and raises their self-esteem.

The childminder has a good understanding of how children learn. She has high expectations for children. She uses what children are interested in to make learning experiences exciting and challenging. For example, children enjoy looking at past photos. They learn about their own uniqueness and that of others. For example, they celebrate important personal events, such as a wedding.

The childminder supports children's developing communication and language skills well. She describes to children what they do as they play. She repeats back to children what they have said to show that they are understood. During children's play, the childminder uses descriptive words, such as 'spiky' and 'soft', to help them to extend their vocabularies.

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

- The childminder is committed to promoting children's health and well-being. Children benefit from healthy snacks and follow thorough hygiene practices, such as washing their hands before meals. They have plenty of opportunities to explore the outdoors. For example, they play in the well-resourced garden and benefit from regular visits to local parks and woodlands.
- The childminder incorporates mathematical learning into children's play. For example, younger children explore how to fit different shapes into a shape sorter. Children use the patterns displayed on jigsaws to help them as they rotate them until they fit.
- Children's independence is developing well. Young children learn to chop their pieces of fruit and feed themselves. The childminder makes the best possible use of all opportunities to encourage children to complete tasks during everyday routines. For instance, she consistently supports children to learn how to tidy up after activities.
- The childminder engages in stories and singing with children. She responds to young children babbling and listens intently to older children. Children show that they understand words as they use them correctly. For example, they sing 'row row' as they move in a rowing action.

- The childminder provides activities that are age appropriate for the children in her care. She makes sure that resources are easily accessible to children. For example, younger children can reach into treasure baskets and select items of interest. They are fascinated as the balls flash with coloured lights.
- Children develop their knowledge of nature. They point out the flowers and rabbit in the garden. The childminder reinforces children's learning about the natural world and how to care for living things. She recalls past experiences of feeding the rabbit. The childminder names other flowers as children look at pictures.
- The childminder and parents work together to ensure that children's needs are met. The childminder shares her assessments of where children are in their development. She talks to parents about what they can do to help children continue their learning at home. Parents comment on the strong bonds that children have with the childminder.
- The childminder has good links with other local childminders and reflects on her practice. She completes mandatory training. However, she does not yet include the views of parents regularly to help to identify areas for continuous improvement.
- Children enjoy their consistently positive interactions with the childminder. They laugh and giggle as they play games with the childminder, who is a strong role model. The childminder clearly communicates expectations in age-appropriate ways. She consistently praises children for their good behaviour and achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is also familiar with wider safeguarding issues, such as extremist views and behaviours. The childminder implements detailed policies and procedures to keep children and her home safe. She carries out daily safety checks to help to reduce hazards and minimise accidents. The childminder ensures that she supervises children at all times. She implements policies and procedures effectively to support her good practice.

What does the setting need to do to improve?

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

- strengthen self-evaluation even further to regularly include the views of parents, to help identify and make continuous improvements to enhance the provision for children.

Setting details

Unique reference number	EY267627
Local authority	Sheffield
Inspection number	10071197
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in Halfway, Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Julie Dent

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 setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided. She discussed children's progress with the childminder.
- A sample of documentation was viewed by the inspector, including policies and procedures, qualifications and evidence of suitability of those living on the premises.
- The inspector spoke to the childminder about feedback from parents 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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