

Childminder report

Inspection date: 27 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 at home in the childminder's warm and friendly care. They play happily with the wide range of stimulating toys and other resources the childminder offers to enrich their learning. Children learn to be confident, independent and increasingly self-aware. For instance, they regularly decide what they would like to play with or choose how to complete the creative activities the childminder plans for them. The childminder has high expectations, overall, for children's success. She encourages children to concentrate and try different ways to hold their scissors, so they successfully cut the shapes they want for their sunflower designs.

Children behave well and learn to be polite and considerate. The childminder helps children to improve their own behaviour when necessary and understand how it affects others. Children learn to listen to each other, to be patient and take their turn when they play their games.

Children feel safe and secure in the childminder's care. She builds a strong bond with them, based on a thorough understanding of their emotional and learning needs. Parents welcome the regular information they receive about children's progress and success. They particularly appreciate the very positive steps the childminder took to keep children safe during the COVID-19 pandemic, such as collecting them from their own homes and dropping them off at the end of the day.

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

- The childminder works closely with parents to identify children's interests and experiences. She uses the information well, overall, to address any possible gaps in children's learning and to plan for their further development. However, she does not consistently challenge the children to deepen their knowledge fully. For example, she sometimes asks questions that do not allow children the opportunity to explain and build on their understanding.
- The childminder encourages children's love of books. She introduces them to storytelling through singing songs and nursery rhymes. She carefully chooses books that engage their interest and enrich their knowledge and experience of the world. She reads expressively and encourages children to join in with familiar phrases and actions.
- Children develop their independence and positive behaviour well. The childminder is a positive role model. She encourages children to make decisions for themselves. Children choose the dressing-up clothes they want to use in their role play, for example, and put them on with only a little help and tidy them away afterwards. They routinely wash their hands after completing messy activities and after toileting.
- The well-qualified and experienced childminder works hard to develop her own

practice. She takes time to seek out new training. She talks regularly with other childminders and other childcare providers to ensure that her knowledge is current and constantly developing.

- Children's speaking and listening skills are promoted well. The childminder regularly joins in the children's role play and conversations. She introduces them to new and interesting words, such as 'germination' as they plant their sunflowers, or 'vivid' and 'circular' as they create their collages of them.
- The childminder encourages children's physical development and appreciation of healthy living. She provides a range of nutritious meals and drinks of water or milk. She helps children to understand the importance of dental hygiene through discussions and stories. Children go on frequent walks and active visits to parks and playgroups.
- Parents strongly recommend the childminder's care. They appreciate her warm, caring and homely approach and constant communication. They welcomed the steps she took to build children's social skills affected by the pandemic by, for instance, collaborating with another childminder on regular visits and participation in playgroups and other social events.
- Children develop their early mathematics skills well. The childminder frequently engages children in counting toys and objects as they play with them and singing counting songs. She teaches children to compare the sizes of plants they are growing and record the results on a chart together.
- Children are well prepared for the next stage in their learning. The childminder helps their transition to school through close contact with staff and parents and appropriately sharing information on children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that a child may be at risk of possible harm. She knows what to do and who to contact if she has a concern about a child's welfare. The childminder keeps her safeguarding knowledge up to date through regular training and by following guidance from the local authority and other agencies. She understands the possible indicators that a child or family may be at risk from extremist behaviour. The childminder ensures that her home is clean and safe. She ensures that children are safe on their regular visits and helps them to manage their own play safely.

What does the setting need to do to improve?

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

- strengthen the good quality of teaching further to ensure children are consistently challenged and supported to extend their knowledge and understanding.

Setting details

Unique reference number	EY269134
Local authority	Sheffield
Inspection number	10218681
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 August 2016

Information about this early years setting

The childminder registered in 2003 and lives in Sheffield. The childminder provides care all year round, Tuesday to Thursday, from 7.30am to 6pm, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Andrew Clark

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 at convenient times during the inspection.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The inspector looked at a range of documents relevant to the childminder's practice.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector obtained the views of parents from written communication about the childminder's service.

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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