

Childminder report

Inspection date: 18 September 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 childminder creates a stimulating and safe environment where children thrive. Children are motivated and happy and settle easily at this calm and homely setting. They are safe, well cared for and make strong progress.

The childminder develops a routine for walking home from school. She explains routines to new children so that they know exactly what is happening now and next. The childminder walks among children and makes constant risk assessments so that children are safe and happy on the journey. Children are kind. They help each other and enjoy each other's company. Older children support younger children. They hold hands and talk. Children learn to wait together and to cross the road safely. On the way home, children find a dead bird. Children are fascinated and the childminder gives them time to observe and wonder. Older children speculate that it might have happened by falling from a tree.

The childminder's curriculum focuses on independence, language and communication, and outdoor provision. The childminder offers space, time and interesting experiences that inspire children to develop independence and to communicate using language. Children learn to take responsibility, develop independence and follow instructions as they use the hose to fill containers. Children enjoy the responsibility and follow the instructions. The childminder includes all children. For example, she invites younger children to take a turn so that quieter and less confident children have the same opportunities.

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

- Children make regular visits to the childminder's allotment. Children enjoy planting, growing and socialising. The childminder helps them to learn about the environment and food. Older children speak enthusiastically about how they enjoy going to the allotment.
- Children sit together to share healthy snacks. They are polite and their communication is clear. New children learn about making compost and take it in turns to put peel and skin in the compost bin. The childminder sits beside younger children as they eat so that they feel safe and develop confidence.
- The childminder is calm and knowledgeable about the children in her care. She develops good settling-in processes. She constantly evaluates her practice. However, she does not consistently gather a wide enough range of information about children from parents on entry to fully support their ongoing development.
- The childminder supports inclusion and diversity in all areas. Books, displays and resources represent people from different cultures and communities. The childminder recognises increased diversity in the community and has highlighted that she would like to strengthen her understanding of this further so that

children understand more about their community and the wider world.

- Children benefit from a stimulating environment that is well organised and resourced by the childminder. They make choices about what they would like to do and are engaged in their play. Children explore, experiment and interact with each other. They use scissors to cut herbs and add them to their pretend recipes. Children are calm, engaged and observant. They notice spiders and watch while they weave a web. Children talk about how quickly the spiders move.
- The childminder shares information with parents in daily conversations, in a newsletter and on an app. She finds out about children and helps them to settle and make connections with other children. Parents speak very highly of the childminder. They say that she is calm, kind and caring and that their children are safe. Parents say that she shares lots of information with them and they particularly appreciate the focus on outdoors, especially visits to the allotment.

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:

- continue to build strong relationships, especially with new parents, to further improve information sharing and support children's development further.

Setting details

Unique reference number	EY367045
Local authority	Sheffield
Inspection number	10357625
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	4 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	17 December 2018

Information about this early years setting

The childminder registered in 2008 and lives in Sheffield. The childminder holds a relevant childcare qualification at level 3. She operates term time only from 7.30am to 8.45pm, Monday to Thursday, and 3.15pm to 5.30pm Monday, Tuesday and Wednesday.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used and explained how the provision is organised.
- The inspector held a number of discussions with the childminder.
- The inspector accompanied the childminder and children on walk from school and observed interactions between children and adults.
- The inspector observed activities and play both inside and outside.
- The inspector took account of the views of parents from their written feedback and in discussions during the inspection.

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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