

Childminder report

Inspection date: 13 June 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 are safe and well cared for in the childminder's care. They are confident and socialise well with their peers. Children enjoy playing cooperatively and sharing with their friends. The childminder supports children to be confident and ready for school as she encourages their listening, attention and communication skills. She also helps children to learn how to count and how to hold a pencil correctly when drawing and writing. For example, some children confidently hold their pencils correctly and can write their own name. For other children, the childminder focuses on supporting them to use their dominant hand and uses pencil grippers to help them to learn how to hold their pencils correctly. Children recognise how much more control they have over their pencils as they attempt to write the initial letter associated with their name.

Parents explain how the childminder provides a warm and positive environment for children, where they learn through play. They appreciated how she set time aside to answer their questions when they were looking for childcare. They also explain how their children had settling-in sessions when they first started with the childminder. Parents confirm that during the COVID-19 pandemic, the childminder maintained a safe environment and supported children to learn what was happening at this time. This enabled children to continue to feel safe and secure.

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

- Children's communication and language are supported well. The childminder continually chats to children, supporting them to develop their conversational skills. She asks questions as children play, which encourages them to develop confidence with their speaking.
- The childminder provides interactive nursery rhyme sessions, where children access laminated number rhyme cards associated with the rhyme. This helps children to remain focused and supports their communication and counting skills.
- The childminder has increased the range of resources in the outdoor area to support children's learning. Children develop their physical skills as they enjoy climbing on the small climbing frame. They also develop their mark-making skills as they use chalks on the chalkboard. Children use their imagination when playing with the camper van play kitchen and food.
- On occasions when children encounter difficulties in their play, the childminder is too quick to provide them with solutions. For example, when playing with the balancing beams outside, children enjoy setting these up in different ways and practising their balancing skills. However, when the balancing beams keep coming out of the slots, the childminder does not first allow children time to consider how to resolve the issue themselves.

- Children develop independence as they are mainly encouraged to do things for themselves. For example, children confidently put on their own coat and shoes. At snack time, children make choices as to what they would like to eat and drink. They choose fruity toast, which they butter themselves, a piece of fruit, and milk to drink. However, the childminder does not extend these opportunities so that children are further supported to learn how to pour their own drinks and to cut up their own snack.
- The childminder plans activities to support children to learn about celebrations. She encourages children to listen and follow instructions when making cards and hangers for Father's Day. After the activity is finished, children continue to sit and use the pens and pencils to draw pictures. They name the different colours of the pens, identifying how one is 'indigo' and the other is 'violet'. The childminder uses this opportunity to encourage children to identify which pen is taller and which pen is smaller.
- When playing with small-world resources, children enjoy using their imagination as they play with their peers. The childminder engages in children's play, creating purposeful learning experiences. For example, she encourages children to count accurately how many chairs there are. She then encourages them to identify how many there are when one more is added. Children are supported to count accurately up to five.
- The childminder monitors children's progress and works in partnership with parents to identify and build on children's prior knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Children are protected well due to the childminder's vigilance. The childminder helps children to learn to stay safe on outings by supporting their awareness of road safety and stranger danger. She supervises children well and helps them to learn to climb safely up and down the stairs when accessing the toilet. The childminder has a good understanding of the possible indicators of abuse. She is aware of the procedures to follow if she has any child protection concerns about a child or if an allegation is made against an adult.

What does the setting need to do to improve?

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

- support children to problem-solve so that they are encouraged to find their own way of doing things
- support children to develop their growing independence skills consistently, especially when eating and drinking.

Setting details

Unique reference number	EY387104
Local authority	Sheffield
Inspection number	10145731
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 August 2016

Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the nursery 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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