

Childminder report

Inspection date: 18 November 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 happy and confident at the childminder's house. She is attentive to their needs and this makes them feel safe and secure. Children are comfortable to explore and enjoy going for a cuddle with the childminder. Babies enjoy exploring textures as they finger paint and make a 'Pudsey Bear' hat. They focus as they carefully place the marks on the paper. Children smile as they knock car garages down, to find the car hidden underneath. They roll cars across the garages and watch as they fall off. Children like to understand how things work. They do this as they twist wooden screws into the tool carrier and watch them come out the other side.

Children are very well behaved and listen carefully to the childminder. They get a drink of water by themselves, clean the table and put the wipe in the bin. Children respond well to the childminder and follow her to join in the next activity. Children snuggle into the childminder as they share stories together. They enjoy lifting the flaps in the books, as the childminder asks what is hidden inside. Children show care with books and look through the story several times.

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

- The childminder knows the children well. She has clear goals for their future learning. This includes being ready for when they move on to school. The childminder has a clear understanding of the steps children take to make progress in their learning. She ensures children develop skills and knowledge in a sequenced and age-appropriate way.
- The childminder uses effective assessments to check that children are learning. Where there are areas of concern, the childminder prioritises these and involves parents in the process. This enables all children to progress well and get the support they need to thrive.
- There is a language-rich environment at the childminder's house. She makes comments as children play and describes what is happening. Children hear a variety of words that build on their communication skills. They enjoy singing rhymes and reading stories with the childminder. This supports a love of literacy and develops language well.
- The childminder builds strong attachments with the children. This helps them to feel safe. Children have their emotional needs supported by the childminder. This enables them to feel valued and secure with her.
- The childminder uses a variety of ways to support children's learning. She gives them space to engage and shows them how to do things. The childminder also responds to children's gestures. She gives opportunities for them to build independence skills. Children learn that they are important and are able to access learning in their own way.

- The childminder celebrates different festivals and events with children, such as Diwali and Children in Need. This helps children to understand the world around them. However, further opportunities to help children respect different people and communities or understand what makes them different and unique are not provided.
- Children develop their physical skills by exploring their environment, including the park. They enjoy playing in the childminder's garden and jumping in puddles on their walk back from the local school. They develop an understanding of the world and experience different weather conditions.
- The childminder sings songs to the children during play, such as 'This little piggy'. However, the childminder does not always help children to extend their mathematics skills. For example, incorporating numbers into songs or introducing language, such as 'big' and 'small' during play.
- Partnership with parents is very good. The childminder gives help and support to parents and there is a continuity for children. Parents feel supported and use the skills the childminder has shown them at home. They feel that the childminder works with them on areas of development for their children. They can see progress in their children's learning. Parents describe being with the childminder as a 'home from home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding. She is aware of local issues, such as county lines. The childminder knows the signs to be aware of and who to report to if she has concerns. She is able to support parents if required. The childminder knows how to keep children safe while in her care. She has put safety measures in the house, such as a stair gate. While on outings, the childminder ensures children are safe and checks the local park before using. The childminder teaches children about road safety, so that they are also aware of the risks.

What does the setting need to do to improve?

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

- help children to develop a deeper understanding of different families and communities, so that they learn what makes them unique
- use a wider range of ways to extend children's early mathematical skills as they play and learn.

Setting details

Unique reference number	EY445147
Local authority	Sheffield
Inspection number	10229605
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Sheffield. She operates her provision all year round, from 7am to 5pm on Monday and Tuesday, from 8am to 5pm on Wednesday and Thursday and from 8am to 3pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Laura Fay Muranka

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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