

# Childminder report

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Inspection date: 15 June 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |     |
|----------------------------------------------|-----|
| Overall effectiveness at previous inspection | Met |
|----------------------------------------------|-----|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in the childminder's care. They form secure attachments due to her kind and nurturing support. Children enjoy the childminder joining in with their play and are supported by her reassuring praise and guidance. The childminder has high expectations for children and they make good progress overall. Children are well prepared for their future learning and starting school. They use their imaginations, develop their cutting skills and learn about colour and shape. For example, they work with the childminder to create a colourful collage, using paint and stickers.

Children grow in confidence and learn to behave. For example, they use their 'kind hands' and show consideration for others. Children help to tidy their toys away before they start the next activity. They follow the childminder's instructions and learn to make decisions about what to play with or work on next. Children develop their social skills as the childminder gives them regular opportunities to meet other children at playgroups or on their regular walks in the local area. Children enjoy the opportunities to develop their physical skills as they stretch, balance and share simple gymnastics movements with the childminder or play safely in the paddling pool.

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

- The childminder plans to encourage children to make good progress overall in different areas of their learning. She works closely with parents to understand children's needs and interests. The childminder uses this knowledge as a starting point for children's future development. However, she does not make full and regular use of books and other reading material to further enrich children's learning experiences.
- The childminder engages children in conversations and helps them to develop their speaking skills. She introduces children to new words, such as 'consistency', as they mix their paints. She helps them to name and remember the colours that they create. The childminder uses photos to encourage children to talk about the things they have done and what they have learned with her.
- The childminder helps children to develop their early mathematical skills well. Children are regularly engaged in counting activities as they play their games and in their role play. The childminder encourages older children to add and subtract and gives them good strategies to help them. Children learn to sort objects by shape, size and colour as they make their collage pictures or tidy toys away.
- Children develop their personal skills well overall. Parents comment on the support their children receive in their toilet training and handwashing. Children learn to put on their own coats and shoes and to put their glasses on when they

need them.

- The childminder is a warm and positive role model. She encourages children to use good manners and to behave well. Children learn to pay attention to others and to say 'please' and 'thank you' and share with others. The childminder helps children to understand and manage their own behaviour.
- The childminder helps children to develop their physical skills well. They build their hand control, such as through squeezing, rolling and shaping play dough, threading beads and using pens and pencils of different thicknesses. These skills help to prepare children for later writing tasks. Children walk, climb and swing on their regular park visits or at playgroup.
- The childminder is dedicated to her work. She is ambitious to help children grow to be happy and self-confident. The childminder makes good use of training. For instance, she attended training to develop her planning and support for children's health and well-being, such as safe sleeping. The childminder discusses her practice with other childcare providers, such as local authority early years support staff.
- Parents strongly recommend the childminder. They particularly appreciate how happy and engaged their children are in her care. Parents welcome the very regular information which the childminder shares with them about their children's daily activities and ongoing progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe. She makes use of training opportunities and guidance from the local authority and other professionals to ensure that her knowledge is thorough and up to date. The childminder knows how to identify any potential signs that a child is at risk of abuse or neglect. She understands how to record any concerns and who to report them to. The childminder knows what action to take if an allegation is made against her. She makes sure that her premises are safe, clean and secure. The childminder helps children to manage their own safety, such as handling scissors carefully or learning to cross the road safely.

## What does the setting need to do to improve?

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

- make full and effective use of books and other reading material to enrich children's learning experiences further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY445242                                                                          |
| <b>Local authority</b>                             | Sheffield                                                                         |
| <b>Inspection number</b>                           | 10285664                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 4 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 1                                                                                 |
| <b>Date of previous inspection</b>                 | 13 October 2017                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in Chapeltown, Sheffield. She operates all year round from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for four-year-old children.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector reviewed a range of documents relevant to the childminder's practice.
- The inspector considered parents' views of the childminder's setting through discussion and their written feedback.

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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