

Childminder report

Inspection date: 24 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have lots of fun in the childminder's care. She provides many opportunities to stimulate children's curiosity and imagination. For example, they love to dress up in a range of colourful costumes and create their own fantasy stories. Children behave well. The childminder is a very positive role model and treats children with kindness and consideration. She helps them to understand how to treat others and to build relationships. Children learn to be independent and to make decisions for themselves. They understand the daily routines and know what to expect. This contributes to their developing confidence.

Children are safe and secure. The childminder is attentive to children's needs and responds quickly when, for instance, they need a snack or a rest. The childminder helps them to learn to share toys and resources with each other when they play, contributing to their social skills.

Children develop healthy lifestyles in the childminder's care. They benefit from regular walks and visits to local parks where they enjoy fresh air and exercise. The childminder provided positive support to parents during the COVID-19 pandemic. She stayed open throughout and took effective steps to keep her home clean and safe for children, as well as offering activities children could do at home.

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

- The childminder helps children to build well, overall, on their existing knowledge and skills. For example, she helps them to develop their understanding of shapes and size. They progress from building towers of different heights to accurately naming shapes such as 'triangle', 'rectangle' and 'square' in their sensory play with spaghetti and marshmallows. However, the childminder does not consistently challenge children to think even more deeply and extend their knowledge. For instance, she does not often pose questions which help children to explain their understanding of new learning or ideas and develop them further.
- Children develop their independence skills well. They put on their own dressing-up clothes and place them on hangers when they have finished. They wash their hands and help the childminder to prepare snacks. Children show kindness to each other by, for example, taking turns, sharing and tidying their toys together and showing pride in each other's successes.
- The childminder encourages children's love of books. She introduces them to storytelling through singing songs and nursery rhymes. She carefully chooses books which engage their interest and enrich their knowledge and experience of the world. Books are very accessible throughout the areas of the childminder's home she uses for childcare. She encourages children to follow stories by

'reading' alternative pages together where they develop their own ideas from the illustrations.

- The childminder uses her wide experience in childcare to support children's learning. She has a secure understanding of how children learn and develop. She works closely with parents to identify children's interests and experiences.
- The childminder works very hard to maintain quality and develop her own practice. She takes time to seek out new training. She talks regularly with other childminders, childcare providers and local authority early years advisers to ensure that her knowledge is current and constantly developing.
- The childminder identifies any possible gaps in children's learning and development at an early stage. She makes thorough use of information from parents to plan activities that interest children and to help them to make strong progress. The childminder works closely with other settings that children attend to ensure that she provides maximum continuity in their care and learning.
- Children's speaking and listening skills are promoted well. The childminder talks to children in an engaging and gentle manner. She joins the children in their games and role play and introduces them to new words and phrases. For example, when the children are playing with modelling materials, she uses words, such as 'fragile' and 'squidgy' as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and has a good knowledge of the signs that children 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 understands the possible indicators that a child or family may be at risk of being drawn into or exposed to extremist behaviours. She teaches children about road safety and reinforces this on their regular walks. The childminder helps children to play safely indoors and outside.

What does the setting need to do to improve?

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

- focus development on strengthening interactions with children to extend and deepen their understanding.

Setting details

Unique reference number	2511360
Local authority	Sheffield
Inspection number	10191653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sheffield. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds a level 3 early years qualification.

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 inspector observed the quality of education and discussed the effectiveness of the childminder's teaching.
- The inspector looked at relevant documents, including policies and procedures.
- 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 read written communication parents sent to obtain their views on the service that the childminder provides.

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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