

Childminder report

Inspection date: 14 September 2021

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 close bonds with the childminder, who has a warm and nurturing personality. They demonstrate that they feel happy and safe in this welcoming and inviting setting. Children engage in a range of experiences and show high levels of focus and attention. The childminder plays alongside children. She teaches them how to do things and models new skills. Children use glue to make pictures of caterpillars and butterflies as they learn about life cycles. The childminder joins in with the activity and introduces new vocabulary, such as 'caterpillar, butterfly and cocoon'. She checks children's understanding through holding conversations and by asking questions. The childminder is keen to bring nature into her setting. Children have plenty of opportunities to be outside and observe the natural world. They go for walks each day where they look for wildlife and listen to different sounds. For instance, they comment that they can hear birds tweeting.

Children are well behaved and polite. The childminder has high expectations for all children and supports them to follow the routines and boundaries of the setting. Children play cooperatively together and share resources. For instance, children take turns to crawl through a tunnel. They develop their social skills, physical skills, and awareness of space.

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

- The childminder settles new children into the setting successfully. She gathers a range of information from parents and gets to know children's individual personalities well. The childminder confidently talks about the children in her care and knows what makes them unique. She is aware of what children already know, understand and can do and plans experiences to help children to progress.
- The childminder is knowledgeable and experienced. She has a good understanding of child development and has created a clear and sequenced curriculum. The childminder focuses on helping children to develop the skills that they will need for the future. Children's communication skills, social and emotional development and independence are at the heart of everything she does.
- Children develop their communication and language skills well. The childminder talks to the children all the time. She engages them in conversations about what they are doing and what they can see and hear. Children have access to a wide range of stories, songs and rhymes, which help them learn new words and develop their vocabulary. Children engage in music sessions. They play instruments and choose props from a bag, which represent songs. The childminder encourages children to explore how the instruments sound as they play them loudly and quietly.

- The childminder encourages children to be as independent as possible. Children meet their own self-care needs, such as washing their hands before snacks and meals. They enjoy the responsibility of carrying out small tasks and like to help the childminder. For instance, children help to prepare their snack by cutting up fruit and buttering their own teacakes.
- The childminder understands the importance of promoting a healthy lifestyle. She teaches children about the positive effects that healthy foods can have on their bodies. Children enjoy a range of home-cooked and nutritional meals and snacks. Children have recently begun to brush their teeth in the setting, to help promote their good oral health and hygiene.
- The childminder reflects on what she does with children. She adapts the experiences she provides to ensure that children are suitably challenged and remain focused. The childminder attends regular training to keep her knowledge and skills current. She brings what she has learned back into the setting. For instance, following training about child psychology, the childminder is mindful about supporting children effectively to regulate their own feelings and emotions.
- The childminder informs parents about the type of activities and experiences she provides for children. For example, she uses daily chats and shares photographs and children's experiences through an online application with parents. However, the childminder is not consistently successful in making sure that all parents are fully informed about how they can best support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She considers how to minimise the risks to children well. The childminder demonstrates this by having clear procedures in place for outings on foot and in the car. She develops children's own knowledge of how to keep themselves safe, such as by teaching them about road safety. The childminder has a secure understanding of how to identify children who may be at risk of harm. She is aware of local safeguarding partnership arrangements, should she have a concern about children's welfare.

What does the setting need to do to improve?

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

- increase the information provided to parents about how they can support their child's learning at home, so that children make the best possible progress.

Setting details

Unique reference number	2516050
Local authority	Sheffield
Inspection number	10191833
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sothall, Sheffield. She operates all year round from 7.30am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector gathered the views of the parents.

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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