

# Childminder report

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Inspection date: 23 March 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

The childminder provides a caring and welcoming environment. Children's needs are well met. The childminder and her co-childminder work closely with parents to find out all they can, before a child starts with them. The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need additional support to develop their personal and social skills. As a result, the childminder offers a gradual settling-in process to help children become settled and familiar with the setting. Children regularly attend toddler groups which helps to increase their confidence.

Children learn manners from the childminder and are keen to make positive choices. Their self-esteem is constantly boosted as they receive praise for their achievements, behaviour and manners. The children know where everything is in the childminder's home. They choose what they want from the range of age- and stage-appropriate play activities and equipment. They use their large-muscle skills well as they scoot along on wheeled toys in the garden. Children show great skill as they manoeuvre these in and around the equipment.

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

- The childminder is reflective and considers ways to increase her understanding and enhance provision for children, such as by completing additional training. However, the childminder recognises she has not been able to gather all parents' feedback consistently. She does not have a precise enough focus on her areas for further development, to drive improvement at the highest level.
- The childminder talks with children when they play and responds to children's immediate interests. For example, young children show curiosity when a helicopter flies overhead. The childminder lifts younger children up for a closer view. Children are encouraged to explore their senses as they listen to the helicopter and watch until it goes out of sight. The childminder describes how the aeroplane has disappeared behind the clouds.
- Children develop their small-muscle control for writing. For example, they use tweezers to remove wooden teeth from a pretend mouth. The childminder helps children to explore early writing through making marks and patterns with crayons.
- The childminder and her co-childminder observe and assess children's progress and plan what children need to learn next. They provide children with an interesting curriculum that enables them to have fun while they learn. Children count and use mathematical language such as 'bigger' and 'smaller', comparing the size of the dinosaurs they hide in the leaves. The childminder further extends vocabulary, by introducing positional language, such as 'under', 'on top'

and 'middle'.

- Children enjoy reading stories with the childminder. They carefully turn the pages and observe what is happening on each one. Children are beginning to understand that some contain stories and some contain facts. The childminder helps children to look in a book to find out information. For example, they look up the names of the dinosaurs they are playing with, and how to pronounce them correctly.
- The childminder and her co-childminder encourage children to be independent. They offer ideas, techniques and praise as children do things for themselves. This very effectively builds their confidence and willingness to have a go. Children persevere to chop and peel fruit, to prepare their snack. They conscientiously tidy items away and put things in the bin. Children develop the key skills and attitudes that give them a good start for their future.
- Partnerships with parents are strong. The childminder builds positive relationships with families. She communicates regularly with parents about children's progress and offers ideas to extend their learning at home. All parents comment on how they highly recommend the childminder.
- Children's health is well supported. They are provided with a range of healthy meals. The childminder works closely with parents to help limit sugar intake. Children are reminded to drink water regularly to stay hydrated. Planned activities help to develop children's understanding of good oral health and the importance of brushing teeth.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for a concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She regularly carries out safeguarding training, such as the 'Prevent' duty, to keep her knowledge up to date. The childminder completes daily risk assessments for her environment and for local trips and outings. For example, she supervises children diligently, when they are playing on the slide. This teaches them how to keep themselves safe.

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

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

- develop a more effective self-evaluation process to precisely identify areas for improvement, and to drive practice to an even higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2529485                                                                           |
| <b>Local authority</b>                             | Sheffield                                                                         |
| <b>Inspection number</b>                           | 10208413                                                                          |
| <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> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019. She works with another childminder. She operates all year round, from 7 am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and a playwork qualification at level 5. The childminder receives funding for early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Julie Dent

## Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her co-childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding the children.

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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