

# Childminder report

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Inspection date: 15 June 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

Children are very happy and secure in the childminder's home. They enjoy having two indoor play spaces and a large garden to explore. Children happily climb, slide and roll in the outdoor space, navigating the area carefully. They enjoy the sensation of mud in the play kitchen. Children scoop it and pour it into pans when they pretend to cook. The childminder and her assistant have high expectations of children, who behave well. Children share toys and resources with each other, and are reminded gently to do so if required. They are calm and settled. Children have good attachments with the childminder and her assistant, who know them very well. The childminder plans the curriculum to enable children to make good progress through activities that interest them.

Children are secure in their play spaces. They take ownership of their learning by asking for certain resources to play with. They enjoy a child-centred curriculum. Children are able to access resources independently. The childminder and her assistant have ensured that toys are at the correct height for children to discover. The childminder responds to children's current interests to enable further learning to take place. For example, following a Queen's Jubilee party planned by the children, the childminder extends their interest in the royal family by inviting them to construct castles with bricks and other resources. Children think critically about the shape of bricks to use on each part of the castle.

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

- The childminder and her assistant encourage children to be independent from a young age. Toddlers are encouraged to walk safely up and down the outdoor stairs. Older children clear up the play space to a tidy-up song, with limited support from the childminder. They organise the resources into their correct baskets. Toddlers attempt to put on and take off their clothes when changing after water play.
- The childminder plans opportunities to develop children's mathematical skills when they play. For example, when children are interested in the toy dinosaurs, she encourages them to line up and compare the lengths of their tails. The childminder models positional language as children reach, jump and crouch to pop bubbles in the outdoor area. She supports children by organising resources into labelled boxes to enable children to sort them as they tidy up.
- The childminder notices where there are gaps in children's development and sets suitable targets to close them. Parents praise how the childminder shares information about children's progress. They speak of how they share photos of their children learning at home in return. Feedback from parents is highly complimentary. They speak of the impact that the childminder has, for example, on families embarking on toilet training for the first time. Parents of children

with additional needs take comfort from the support that the childminder gives them with paperwork and attendance at meetings to enable better protection and support for their children.

- The childminder and her assistant make use of spaces in the local area to enhance their provision for children. For example, children regularly explore the local woodland. They collect new logs to make homes for creatures, such the frogs that they find in the childminder's garden. This leads to new learning. However, sometimes, the oldest children are not challenged enough in their learning while outdoors.
- Children learn about the ways to keep healthy. They compare the foods in their lunches. The childminder teaches children about the importance of sun cream in the hot weather, and they remind each other to wear sun hats. Children enjoy using mirrors to look at their teeth and to pretend to brush their toy's teeth with toothbrushes. Older children immediately wash their hands after using the toilet.
- The childminder's assistant provides opportunities for children to learn the words and actions for traditional songs and rhymes through daily story and music sessions. Children excitedly choose their own instruments to use as they sit together in a circle and perform. Babies clap in excitement and shake their tambourines along with the music.
- The childminder has high expectations for children's effective language development. She ensures that a good standard of spoken English is modelled to children and supports parents to do the same. Children look at photos displayed on a digital picture frame, and recall and discuss events and learning that they have recently enjoyed. The childminder helps to develop children's vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is an advocate for children's safety. She works tirelessly in partnership with families and other agencies to ensure that children's personal development is given priority. The childminder is a role model to parents, supporting them with aspects of how to keep children safe in and out of her home. She follows safe recruitment practice when employing her assistants. The childminder has a comprehensive knowledge of the signs and symptoms of abuse that children may display. The areas in the childminder's home are safe for children. She offers children appropriate risk, which is well considered and managed. For example, children know that there are certain areas of the garden that they should not access, and they follow this rule at all times.

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

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

- ensure that older and more-confident children are suitably challenged in the

outdoor provision.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2546717                                                                           |
| <b>Local authority</b>                             | Sheffield                                                                         |
| <b>Inspection number</b>                           | 10215587                                                                          |
| <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> | 0 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 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 for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She employs two assistants. The childminder offers funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lucy Patrick

### 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 during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with the childminder, her assistant and children during the inspection.

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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