

# Childminder report

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Inspection date: 7 February 2023

|                                              |                |
|----------------------------------------------|----------------|
| <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 happy as they arrive at this warm and friendly environment. They benefit from the new, purpose-built unit in the family garden, which has been carefully thought out to meet the needs of the children who attend. Children benefit from a good range of resources and activities as they choose what to do next.

Children behave well. The childminder and assistant have a calm and consistent manner. Children have clear boundaries and develop good social skills. They are considerate of each other and are beginning to develop lovely friendships as they take turns and share toys.

Children engage well as resources and activities reflect their interests. The childminder knows her children well and allows them to lead her practice. This is enhanced by her quality interactions with them. Children have strong attachments to both the childminder and her assistant. They are becoming confident communicators and are able to share their ideas and feelings. The childminder's practice is child focused and children's uniqueness is recognised.

Children are being prepared well for a healthy life. They are learning good independence skills and are provided with healthy food options. Children love to dance and move to the music, which provides them with lots of opportunities for physical play.

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

- The childminder helps children to increase their knowledge of healthy lifestyles. Children are provided with a good selection of healthy food at snack time and mealtime, and are encouraged to make their own choices. Children request their favourites. They use their good manners and say, 'more raisins please'.
- Children benefit from a vocabulary-rich environment. They have access to a good range of books which they enjoy selecting and sharing with their friends and adults. There are also visual aids throughout the setting to support children with limited language skills. Children develop a love for books which extends their vocabulary and promotes speech development.
- The childminder promotes a child-led approach. Alongside her assistant, she responds to the requests of children. A child states, 'I want to colour', and smiles as the childminder passes her the crayons. Children also influence the planned activity which, at the time of inspection, was aeroplanes. They love to watch the planes in the sky as they select their own toy planes. Children are progressing well as they are engaged with activities which meet their interests.
- Children demonstrate good behaviour. They move around with high levels of

regard for each other which results in a calm learning environment. The childminder and her assistant model good manners and have high expectations for children's behaviour and conduct, which they apply consistently and fairly. Children are beginning to manage their own feelings and understand their impact on others.

- Children are becoming confident in their self-care. The childminder and her assistant consistently allow children the opportunity and time to put on their own shoes and coats before they go out to play. The children know where to find their outdoor wear and confidently attempt to put them on with lots of encouragement. Children are developing resilience and take pride in their achievements.
- Partnership with parents is good. The childminder and her assistant have a good knowledge of children as they establish friendly professional relationships with parents and carers. The childminder has a clear view of the children's learning needs, which enables her to effectively build on their learning. However, the childminder has not fully explored how she can provide parents with further information about their children's achievements, to support children even further.
- Children have a good sense of belonging. They demonstrate good relationships with both the childminder and her assistant as they approach them for reassurance and cuddles. Children show confidence as they move around the activities and are gaining a good understanding of what makes them unique. However, the childminder does not always make best use of opportunities to broaden children's experiences of the wider community in which they live, to enhance their learning.
- Children benefit from an ambitious curriculum. The childminder and her assistant are committed and enthusiastic, and ensure that children in their care thrive and achieve their full potential. There are many opportunities for children to develop, which is enhanced by the quality interactions of the childminder and her assistant. Children make good progress in their learning.
- The childminder and her assistant have a good knowledge of the unique needs of the children in their care. They are committed to keeping up to date with training to meet the needs of each child and know when to seek further support from professionals. The childminder creates an environment with a clear and ambitious vision for providing inclusive, high-quality care and education for all children.
- Children enjoying playing in the well-resourced outdoor area which is accessed directly from the indoor play area. They take turns in the wheeled vehicles and negotiate filling them with petrol at the fuel pump, demonstrating imaginative play. Children also access activities outdoors in a large tray which provides opportunities to develop mathematical language and fine motor skills. While children are developing their learning and language outdoors, the childminder provides fewer opportunities for children to look at and experience nature, to develop an understanding of the natural world.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of how to keep the children in their care safe. They have good knowledge of the signs and indicators that children at risk may present with and how to refer to the relevant agencies. They access safeguarding training to ensure that their knowledge is current and relevant, and have good knowledge of the risks to children with regard to the internet and radicalisation. Daily risk assessments and good practice ensure that children are safe.

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

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

- extend opportunities for children to access the natural world to extend their learning even further
- provide more opportunities for children to have experience of the wider community to enhance their development
- review communication to ensure parents are informed of their children's achievements, so they can support children's learning at home.

## Setting details

|                                                    |                      |
|----------------------------------------------------|----------------------|
| <b>Unique reference number</b>                     | 2602392              |
| <b>Local authority</b>                             | Sheffield            |
| <b>Inspection number</b>                           | 10262996             |
| <b>Type of provision</b>                           | Childminder          |
| <b>Registers</b>                                   | Early Years Register |
| <b>Day care type</b>                               | Childminder          |
| <b>Age range of children at time of inspection</b> | 1 to 3               |
| <b>Total number of places</b>                      | 14                   |
| <b>Number of children on roll</b>                  | 14                   |
| <b>Date of previous inspection</b>                 | Not applicable       |

## Information about this early years setting

The childminder registered in 2020 and lives in Sheffield. She operates 7.30am to 5.30pm, Monday to Thursday, and Friday 7.30am to 4.30pm, all year round, except family holidays and bank holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Debbie Crookes

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of their provision.
- The inspector observed the quality of education during activities both indoors and outdoors, and assessed the impact of this on children's learning.
- A joint observation was completed by the childminder and the inspector during a planned activity.
- Parents shared views with the inspector.
- Children communicated with the inspector throughout the inspection.
- The childminder and inspector discussed the learning needs of 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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