

Childminder report

Inspection date: 3 August 2023

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 are safe, happy and well cared for in this bright and cheerful setting. The childminder makes sure that children spend lots of time outside in the fresh air, such as in local parks. Children visit playgroups and often share a picnic lunch. The childminder is affectionate and interested in the children. She interacts playfully, so that children feel valued and happy. Children choose a book and listen as the childminder reads with enthusiasm and joy. Children are engaged they repeat sounds and words and remember the names of animals. The childminder encourages children to act out the story. They laugh together and enjoy each other's company. Children pretend to go to sleep and giggle with delight as they wake each other calling out, 'Cock a doodle doo'.

Children enjoy music, singing and dancing. They dance to an electronic beat and move rhythmically. The childminder praises children and encourages them to dance and to express themselves. Children are confident to express themselves in a variety of ways. The childminder speaks with children in a way that makes them feel valued and confident. She teaches social skills, such as turn taking, and is tuned into the language of each child. The childminder listens to children and repeats the correct pronunciation of words.

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

- The childminder monitors each child's progress. She shares information with parents and make links to what children are learning at home. For example, children learn about emotions and expressions. The childminder draws faces and children playfully role play being happy, sad and cross.
- The childminder makes good use of national guidance to monitor children's progress. She identifies what children need to learn next and creates opportunities for children to explore and extend their learning. For example, children develop their confidence and tactile experience by getting messy in mud and playing in the rain.
- The childminder is reflective. For instance, she chats to children as she changes their nappies, and notices that this process had made them comfortable, settled and safe during care routines.
- The childminder knows each child well and works closely with parents. Parents say that they are very lucky to have found the childminder and that she is fantastic. They say they are consulted in daily conversations and that the childminder shares information and photos in messages and through an app.
- Parents say that their children are making incredible progress, especially in communication and language. They say that the childminder recognises gaps in their children's development and works to give children a range of experiences to develop and learn.

- The childminder seeks out resources to support inclusion and diversity. For example, she reads books that represent different families and religions. Children sit together as she reads with joy, listens to children and asks effective questions.
- Children make choices and the childminder supports the development of their language and communication in her personal interactions. She makes eye contact and enjoys children's interactions. This builds on children's confidence, and children respond very positively in their interactions.
- Overall, the childminder evaluates what is working, and adapts her practice to support each child's learning. However, on some occasions, she does not consider how the resources and activities which she provides distract children. For instance, some children use battery-operated resources that interrupt and distract children from their engagement and interactions.
- The childminder chooses to make a keepsake book of photos, children's achievements and progress. She uses this information to inform her assessments when she completes the written progress check for children aged between two and three years.
- Children sit together to eat. They share fruit at snack time and bring a packed lunch. The childminder ensures that water is always available at their level, so children remain hydrated during the day.
- The childminder has developed a good relationship with the local school so that she can support children's transitions. She has a thorough understanding of how to support children with emerging special educational needs and/or disabilities and shares information with parents. She creates activities and tasks to support children's move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the types of abuse and can recognise the possible signs and symptoms of abuse. She understands the importance of her role and knows where to get guidance and how to report a concern about an adult or a child. The childminder records accidents, existing injuries and medication given, and shares this information with parents. She knows how to keep children safe online and on social media. The childminder supervises children at all times and has risk assessed any potential dangers.

What does the setting need to do to improve?

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

- continue to evaluate and reflect on the resources and activities used to minimise distractions, so that children are engaged in their learning at all times.

Setting details

Unique reference number	2629245
Local authority	Sheffield
Inspection number	10295630
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Sheffield. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status and offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

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 childminder showed the inspector around the areas used for childminding and explained how the early years setting is organised.
- The inspector looked at relevant documentation and held a number of discussions with the childminder.
- The inspector observed play and interactions between the childminder and 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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