

Childminder report

Inspection date: 3 June 2024

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 engaged and motivated throughout their time with the warm and thoughtful childminder. They make good progress overall in all aspects of their learning. Children are well prepared for the next stage in their education and development, including starting nursery and school. The childminder strongly encourages children's interests and supports their needs well. Children are very happy. They learn to be increasingly imaginative and build their fine muscle control. For instance, children engage in creative activities to make prints and play dough structures, stimulated by the story of 'The Very Hungry Caterpillar'.

Children are well behaved and feel safe and secure. The childminder is an excellent role model. She encourages children to say 'please' and 'thank you' effectively and to listen attentively to others. Children develop their personal skills well. For example, the childminder encourages children to help tidy their toys away as they finish their games and take turns as they choose songs for everyone to sing. Children are physically active and learn to play safely. For instance, they play with care and increasing confidence on the swings and climbing frame in the childminder's well-equipped garden. Parents appreciate the very positive and long-lasting bonds their children build with the childminder and welcome her guidance and support.

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

- The childminder draws effectively on her extensive teaching experience to create an enjoyable curriculum for children. She makes good use of information from parents and her own observations to build well overall on children's own interests and experiences. However, the childminder does not always take every opportunity to further deepen and extend children's learning.
- The childminder is passionate about her role and ambitious for children to make the most of their time with her. She works with other early years professionals, such as local authority advisers, childminders and playgroup leaders, to help to shape her practice. The childminder makes good use of training and research. For instance, she has reviewed her practice to strengthen children's problem-solving, imaginations and physical skills through play with a range of natural resources.
- The childminder promotes children's listening, speaking and early literacy skills well. She introduces children to well-chosen songs and nursery rhymes that develop their familiarity with the sounds, patterns and rhythm of language. She engages them in regular conversations and uses their interests, such as a knowledge of dinosaurs, to help them to hear and use new words and phrases and develop their sentence structure.
- The childminder encourages children's love of and engagement with books. She

carefully chooses books that broaden children's understanding of the world and cultural experiences. For instance, children learn about family relationships and the similarities and differences between their life and that of children in other countries. The childminder reads stories well and helps children to follow the plot carefully and build their anticipation. Children learn to use labels and posters to chart the weather and seasons.

- The childminder is a warm and positive role model. She successfully encourages children to behave well and act considerately to others. The childminder helps children to understand and to manage their own emotions. For instance, she works closely with parents and, where appropriate, guides them to other professionals, such as speech and language therapists, to help children to communicate their feelings and emotions.
- The childminder strongly encourages children's physical skills and health and well-being. Children learn to refine their hand and finger control. For instance, they use large movements in dance and action songs, or sort small items in their shopping role play. Parents appreciate the strong support the childminder gives to their children's toilet training and handwashing.
- Parents very strongly recommend the childminder. They know that their children are happy and making good progress. Parents welcome the frequent useful information the childminder shares with them about their children's development and regular activities. They appreciate the guidance and support she offers to help children learn at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance planning further to ensure that all opportunities are taken to deepen and enrich children's learning.

Setting details

Unique reference number	2665177
Local authority	Sheffield
Inspection number	10347122
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	3 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Sheffield. She operates all year round, from 8.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Andrew Clark

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the childminder's setting through discussion and written feedback.

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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