

Childminder report

Inspection date: 12 February 2025

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

The childminder knows children well and plans activities to nurture their interests and promote their learning. Children demonstrate motivation to learn as they engage in the Valentine's activity, using glue sticks, tissue paper and crayons. Children listen to new information given to them by the childminder that develops their understanding about early concepts, such as how the glue helps things stick together. The childminder promotes children's independence and personal care routines. For instance, children have free access to drinking facilities and are also encouraged to wash their hands independently.

Children are confident, and they have a good level of self-esteem. For example, they celebrate their achievements when building a tall tower with the building blocks. The children also learn new vocabulary to develop their communication and language skills as well as their knowledge of colours. They are encouraged to use words, such as 'red' and 'yellow'. The childminder speaks to children with respect, which encourages them to be kind to one another. She values children's ideas and opinions and takes account of these when planning activities and outings. Children get plenty of fresh air and exercise to help keep them fit and healthy. The childminder takes the children on regular outings to reflect this, including the local park.

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

- The childminder considers her curriculum and focuses on developing children's physical, social and communication skills, along with a particular emphasis on early understanding of colours. She tracks children's learning to ensure that they make good progress and reflects on what they have learned, in order to plan for the next steps in their development.
- Children are encouraged to be independent. This helps them to develop their confidence and self-esteem. For example, they are able to cut their own fruit for snack time before eating it. Young children begin to engage in early conversation skills and are confident to talk to the childminder about what they would like to do next.
- Parents report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder and that they value the variety of activities that is provided. Parents say that they feel supported by the childminder to maintain secure routines for their children.
- The childminder supports children's understanding of good personal hygiene and encourages them to wash their hands before and after eating food. She uses appropriate language to explain the importance of children looking after themselves to stay healthy. The childminder also works hard to support children's routines, in order to promote healthy development, including providing

babies with nap times.

- The childminder provides opportunities for children to access resources within her provision so that they can develop and make progress. Although she knows what she wants children to learn, she does not always give full consideration to how she organises her learning space to enable children to develop their communication skills further. For example, during a craft activity, children engage with the resources but are unable to see and interact with each other.
- Affection is shown between the childminder and the children in her care. The childminder understands child behaviour and recognises when children's needs should be met. The childminder acts quickly to respond to these, enabling children to return to their activity and subsequent learning.
- The childminder takes children on regular outings, including to parks, play gyms and meeting up with other childminders. These enable children to develop their social and interaction skills as well as providing them with further opportunities to build on their physical and gross motor skills.
- The childminder evaluates many aspects of her provision and knows some areas where she can improve. Although she has identified areas of child development where she requires additional knowledge, she has not yet explored how she can do this to support all children's learning.

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:

- give greater thought to how children develop their communication and language skills through activities and routines
- explore a wider range of ways to strengthen knowledge of how to support all children's learning.

Setting details

Unique reference number	2700170
Local authority	Sheffield
Inspection number	10372224
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	1 to 1
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 registered in 2022 and lives in Hackenthorpe, a small township in Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector
Marie Briggs

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered written feedback from parents during the inspection and took account of their views.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.

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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