

Childminder report

Inspection date: 8 July 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

Children demonstrate that they are happy and settled in this safe and welcoming setting. The childminder has an ambitious curriculum in place that focuses on developing children's independence. She knows children well and plans their next steps in learning following their interests. They explore their surroundings with confidence. Children approach the childminder regularly to join in with their play. The childminder sits at children's level and interacts consistently with them, following their interests. She plans well-resourced areas for children to explore, both indoors and outdoors. This allows children to follow their interests and the childminder to extend their play. For example, children role play in the pretend kitchen and play with toy tools. The childminder is a good role model and always uses her manners. Children have a strong understanding of the behaviour that the childminder expects of them. They tidy toys away after they use them, giving them a sense of responsibility for their environment.

Children know the routines of the setting and follow good hygiene practices. For example, they wash their hands independently before their snack and mealtimes. The childminder understands the importance of educating children about healthy lifestyles. She provides children with nutritious snacks. The childminder works in partnership with parents and carers to ensure that children are provided with a healthy packed lunch. She provides children with lots of physical activities and understands the importance of good oral hygiene. The childminder takes children on trips to the dentist and discusses the importance of children brushing their teeth.

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

- The childminder understands child development and what she wants children to learn. She plans the environment and experiences to promote children's next steps in learning. The childminder supports children's learning with opportunities outside of her home and in her local community, such as visits to parks and shops.
- Children develop positive relationships with the childminder. Children laugh with excitement as the childminder enthusiastically joins in with their role play. She positions herself so she is available to children, to model what to do with items. Children enjoy the childminder's company and persist with activities, even when they experience challenges. For example, when struggling to use the toy wrench in the play kitchen, the childminder demonstrates how to tighten it up. This results in children attempting again and receiving praise for their efforts.
- The childminder supports children to become independent. She encourages children to take their shoes and coats off when they arrive. The childminder supports children to use the toilet and wash their hands. Children choose which

fruit they would like and cut it up themselves at snack time, and they drink from open-top cups.

- The childminder sings number songs and encourages children to count and recognise numbers. However, she does not use mathematical language regularly. This does not support children to gain a deeper understanding of mathematical concepts.
- The childminder provides opportunities for children to develop physically. For example, children make marks on paper using crayons to develop their fine motor skills in preparation for early writing. They enjoy running and playing football in the park.
- The childminder is aware of the importance of online safety. She does not allow children to use devices from home. The childminder speaks with children and parents and carers to educate them on the importance of keeping children safe online.
- The childminder understands the importance of reading stories and does have books within the setting. However, she does not encourage children to access books independently to help them to develop a love of reading.
- Parents say that they are happy with the childminder's care. They like that she takes their children out to have experiences beyond the home. Parents say that they get information through daily feedback from the childminder, such as what activities their child has done that day, and they receive regular photos. The childminder works with parents to create children's next steps in learning. She supports parents to help them extend their children's learning at home.
- The childminder has built good working relationships with outside agencies, such as health visitors and schools children also attend. She uses these partnerships to support children to reach their full potential.

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:

- enable children to gain a deeper understanding of mathematical concepts, such as by introducing more mathematical language
- encourage children to further develop a love of books and reading.

Setting details

Unique reference number	2741309
Local authority	Sheffield
Inspection number	10410553
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Sheffield. She holds a relevant level 3 qualification in childcare. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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