

Childminder report

Inspection date: 21 November 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 happy and settled while in the care of the calm and caring childminder. The setting is safe, warm and inviting. The childminder provides resources to support all areas of learning. Children have secure bonds with the childminder. They regularly approach the childminder for cuddles and climb on to her lap to chat to her. Children have strong friendships and excitedly run to the gate to welcome their friends when they arrive.

The childminder focuses her curriculum on children's independence and getting them ready for school. She supports children to become toilet trained, wash their hands, feed themselves independently and learn to put on their own shoes and coats. Children are confident and independently access resources that are set out for them or choose what they would like to play with from the toy boxes. The childminder encourages children to tidy away resources once they have finished playing. This gives children a sense of responsibility and teaches them to look after their environment.

The childminder finds out about children's likes and dislikes before they start. She asks parents about children's daily routines and how to comfort them. She uses this information to help children to settle quickly. Children feel safe and secure. The childminder teaches children about health and hygiene practices. Children wash their hands after using the toilet and before eating. The childminder talks to children about the importance of oral hygiene. Children use toothbrushes to clean laminated pictures of teeth with food drawn on them.

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

- The childminder models using the words 'please' and 'thank you'. She supports children to resolve differences. Children learn to take turns and share. They explain why they cannot have something that other children are using. This helps children to behave well.
- The childminder builds strong relationships with parents. She shares what progress their children make and offers support and advice to parents, such as advice on toilet training and supporting children's behaviour at home. The childminder is very flexible and allows children to attend whatever hours suit their families, while ensuring that she remains within the correct ratios.
- The childminder gives children a broad understanding of diversity. Children learn about different disabilities, race, cultures and religions through discussion, such as through looking at books, exploring different festivals and celebrating each other's differences. This prepares children for life in modern Britain.
- Children who speak English as an additional language receive good support. The childminder uses a visual timetable and pictures around the setting to help

children to express themselves. On occasions, she uses a translation app to support communication with children and parents and to give children opportunities to hear their home languages in the setting.

- The childminder spends time pointing to objects and repeating words, and she encourages children to repeat them. For example, when playing with the house and animals, the childminder picks up a toy dog and slowly states 'dog'. Children attempt to copy the word, and the childminder repeats this process to help children to pronounce the word correctly.
- The childminder has a curriculum in place that helps children to make progress. However, she does not plan precisely for what individual children need to learn next. This results in some children missing out on some areas of learning.
- The childminder offers children settling-in sessions when they first start attending. This helps to support children's emotional well-being. Children spend short periods of time getting to know the childminder, her assistants and the environment before they stay for longer periods of time.
- The childminder has good relationships with outside agencies to support children with special educational needs and/or disabilities and to support children with their transition on to nursery and school.
- The childminder and her assistants have completed essential training in first aid and safeguarding. However, the childminder does not focus her programme of professional development to help enhance her own and her assistants' knowledge and skills to enable them to plan key teaching moments and raise outcomes for children even further.

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:

- put routines in place so all children have the opportunity to focus and develop in all areas of learning
- develop the process for identifying key areas for improvement to implement a focused programme of professional development.

Setting details

Unique reference number	2759873
Local authority	Sheffield
Inspection number	10349731
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and operates in the Stannington area of Sheffield with two assistants. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

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 their 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 childminder's assistants spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and the 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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