

Childminder report

Inspection date: 30 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the experienced childminder's warm care. They form secure attachments with her kind and nurturing support. They enjoy the childminder joining in with their play and are supported by her reassuring praise and guidance. The childminder has high expectations for children, and they make good progress overall. They are well prepared for their future learning, including starting nursery and school. For example, children learn to enjoy choosing a favourite song, book or nursery rhyme and to listen well and join in enthusiastically.

Children grow in confidence. They behave well and learn to be polite towards each other. They follow the childminder's positive example and high expectations. For example, the children say 'excuse me' to each other as they tidy their toys away, and older children help younger ones to put on their coats and shoes. Children develop their social skills and independence as the childminder gives them regular opportunities to meet other children at local play sessions and visits to local parks and other places of interest. They learn to play safely outdoors and in and develop an awareness of healthy living. Parents strongly appreciate the care, support and guidance they receive from the thoughtful childminder.

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

- The childminder makes good use of her experience and good understanding of children's development to plan well for their sustained progress in all areas of their learning. She engages well with children overall. However, she does not consistently extend and enrich all their learning. For example, she sometimes focuses questions and responses on the more articulate children rather than ensuring all children are fully involved and challenged.
- The childminder has very positive expectations for children's behaviour and thoughtfulness towards others. She sets clear boundaries that help children to recognise and manage their own emotions and behaviour. She creates a calm and friendly environment that encourages children to grow in confidence and self-awareness.
- The childminder focuses strongly on developing children's communication and language skills. Children join in a wide range of songs and rhymes that help them remember and use their developing vocabulary and language skills. The childminder provides stimulating activities, such as a wide variety of themed jigsaw puzzles, that introduce children to new experiences and stimulate conversation.
- Children's love of reading is strongly promoted and supports their developing vocabulary and understanding of the wider world. The childminder plans to build on children's experiences. For instance, children progress from learning to handle books and touch shiny, rough and smooth textures through lifting flaps,

to following the plot of a story and anticipating what will happen next.

- The childminder identifies any significant gaps or delays in children's learning effectively and works well to address them. For example, she guides parents to seek the support of other professionals such as health visitors, doctors and speech therapists. She works with the parents to act on any advice given and help children achieve well.
- The childminder plans well for children's physical development. She helps build their hand control and fine motor skills through, for example, creating patterns and shapes and pouring and sifting coloured rice and sand in their outdoor play. They learn to fasten zips and put on shoes, which further contribute to these skills. Children build their strength and balancing skills as they manage the steps in the childminder's garden or on their visits to parks and playgroups.
- The childminder is ambitious to help children grow to be happy and self-confident. She makes use of training, for instance, on developing curriculum planning. She works regularly with other childminders, who share experiences to develop their provision.
- The childminder works closely with parents to establish a good understanding of children's starting points and to support learning at home. Parents appreciate the childminder's caring attitude and positive impact, particularly on children's confidence, social skills and language development.

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:

- focus training and development on supporting all children to consistently enrich and extend their learning.

Setting details

Unique reference number	300046
Local authority	Sheffield
Inspection number	10380409
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 June 2019

Information about this early years setting

The childminder registered in 1989 and lives in Lower Stannington, Sheffield. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

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