

Childminder report

Inspection date: 4 June 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 care of the very experienced childminder. The childminder helps children to build positive relationships with herself and the other children she looks after. For example, children aged under two years feel confident to let the childminder and the older children help them to ride on their push-along cars or learn to kick a football. The childminder has high expectations for children, and they make good progress overall. She helps children to build the skills and understanding they need for their future learning. For instance, the childminder encourages children to develop their curiosity and observational skills as they search for and identify bugs in her garden after listening to favourite stories about insects and children with telescopes.

Children grow in confidence and self-awareness throughout their time with the childminder. She helps them to develop their social skills. For example, children play regularly with other children and adults at the playgroups that the childminder helps to run. Children also visit libraries, museums and other places of interest. The childminder helps children to behave well and show consideration for others. Children learn to take turns as they choose songs to sing or to say 'please' and 'thank you' as they share their toys. They follow the childminder's considered instructions and learn to play safely together.

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

- The childminder uses her experience and knowledge of children's development to plan well overall for children's learning needs. She has an accurate understanding of children's interests and achievements through her observations and information from parents and carers. However, sometimes, the childminder does not match activities precisely enough to children's individual needs to support their full potential. For example, the childminder encourages children to follow mark-making tasks that they do not yet have the physical skills to manage.
- 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 behaviour and develop a sense of right and wrong. The childminder creates a calm and friendly environment that encourages children to feel safe and respected. She makes good use of songs and stories to help children to recognise and appreciate the different emotions they feel.
- 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 to remember and use their developing vocabulary and language skills. The childminder is very sensitive to young children's early sounds and words and, for

instance, repeats them back to help clarity and pronunciation. She provides engaging activities, such as role-play and construction toys, that introduce children to new experiences and stimulate conversation.

- Children develop a love of reading, which supports their developing vocabulary and understanding of the wider world. The childminder shares well-read books regularly throughout children's play and learning. She builds 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 building their anticipation.
- The childminder is eager to help children to grow to be happy and self-confident. She makes use of training and reading to, for example, build her understanding of how children learn. The childminder regularly shares her experience and understanding with other childminders and childcare workers. She seeks the views of children, parents and local authority early years advisers to reflect on and develop her practice.
- The childminder positively promotes children's health and mental and physical well-being. She provides a wide range of well-prepared snacks and meals and involves children in preparing and enjoying them. Children learn to manage their movements as they curl up pretending to be sleeping bunnies and leap around as they wake. They have many opportunities to jump, climb and ride safely in the childminder's home and on trips and visits.
- The childminder works closely with parents to establish a good understanding of children's starting points in development and to support their learning at home. Parents highly recommend the childminder. They appreciate her 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:

- plan and implement activities more carefully to consistently match children's skills, knowledge and understanding.

Setting details

Unique reference number	300147
Local authority	Sheffield
Inspection number	10399267
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 1990. She lives in the Fulwood area of Sheffield. The childminder operates all year round, from 9am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. She holds an early years qualification at level 2. The childminder provides government funded childcare.

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 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 children's learning.
- The inspector spoke to 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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