

Childminder report

Inspection date: 1 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's warm and welcoming home. They play happily together and build strong relationships with the childminder and other children. Children behave very well and learn to share and help each other. For example, they pass the play dough cutters and other tools to each other and help to count and line up their 'dinosaurs' together. Children make good progress overall in all aspects of their learning and development. The childminder supports children well to prepare them for the next stage in their learning, including starting school.

The childminder has high expectations for every child in her care. She works closely with parents to help children make a smooth start to their learning and to feel safe and confident. The childminder provides many opportunities for children to develop healthy lifestyles and an appreciation of the world around them. For example, she takes the children on frequent walks in the locality or to parks and farms. She provides tasty and healthy meals and snacks each day that help to broaden children's eating experiences. Parents particularly appreciate the warmth of the childminder's care and strong sense of family and community.

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

- The childminder, overall, plans a systematic and progressive curriculum that helps children progress in all areas of their development. She shares information well with parents to understand children's interests and learning needs. However, the childminder does not consistently take opportunities to fully establish and deepen children's learning through, for example, following up on children's comments further and varying the questions she asks to secure their understanding.
- Children's communication and language skills are promoted well. The childminder places the development of children's love of rhymes, songs and books at the heart of much of their learning. She helps children to learn a wide range of action stories and reads with clarity and engagement. Children love, for example, flapping their arms and pecking the ground as they act out the story of 'A Busy Day for Birds'.
- Children's physical development is supported well. The childminder provides many opportunities for children to develop their hand and arm muscle control. For instance, they learn to control their arm and hand movements as they follow action songs. These experiences support the development of their later writing skills. Children are encouraged to be physically active in the childminder's garden or on visits to woodlands, soft-play areas and trim trails.
- The childminder is a warm and positive role model. She encourages children to behave well and act considerately to others effectively. The childminder praises children and encourages them to say 'please' and 'thank you' when they play

and eat together. Children are helped to take increasingly good care of themselves. For example, they learn to wash their hands carefully, feed themselves and use the toilet independently.

- The childminder identifies any gaps in children's learning and development at an early stage. She makes thorough use of information from parents to plan activities that interest children and to help them to make strong progress. For example, she helps children who find it difficult to build new relationships to increasingly play alongside familiar children and to extend this experience in play groups and other activities.
- The childminder regularly reviews her practice. She is ambitious to help children make a positive start to their education. She considers the views of children and parents through frequent discussions and questionnaires. She makes good use of training and discussions with other childminders and early years professionals to develop her practice.
- Parents strongly recommend the childminder. They particularly welcome the very frequent opportunities children have to be outside and learn through many natural experiences. Parents appreciate the childminder's kindness and the good guidance on many aspects of children's development and learning she offers.

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:

- strengthen the planning and interactions with children to take all opportunities to further establish and deepen their learning.

Setting details

Unique reference number	300269
Local authority	Sheffield
Inspection number	10364164
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	10
Number of children on roll	18
Date of previous inspection	29 January 2019

Information about this early years setting

The childminder registered in 1995 and lives in Sheffield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant, who also holds a level 3 early years qualification. The childminder provides funded care and early education for 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 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.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024