

Childminder report

Inspection date: 3 July 2024

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 delighted to arrive at the childminder's setting. They feel safe and run in happily. Children greet their friends with hugs and help each other to remove their coats and boots. Children arrive excited and eagerly explore the farm animals in the play tray. The childminder encourages children to name the animals and make animal sounds. She has created a homely and calm environment. Children are engaged, interested and playful. The childminder follows children's interests and gives them time to explore and explain. She sits among children and is interested in their play. Children excitedly explore and ask questions as they examine dolls using stethoscopes and medical equipment from the toy set. The childminder demonstrates how the stethoscope works and gives children the opportunity to listen to her heart.

The support children receive in their personal development is good. As a result, children are sociable and kind. The childminder consistently promotes good manners and children learn to be independent. Children have opportunities to return to favourite activities and practise their skills. For example, they practise brushing the model of teeth and pretend to brush the doll's teeth. The childminder uses the opportunity to extend children's learning, explaining about the importance of brushing their teeth and they sing a song about toothbrushing. The childminder provides interesting learning opportunities for children and teaches children important social skills. Children learn to take turns and to share resources. They say 'please' and 'thank you' and help to put things away when they have finished.

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

- Children snuggle up and pretend to go to sleep on the floor. They gather a doll and a book and wriggle under the fleece. The childminder reads about a farm. She asks questions and repeats words, such as, 'snout', 'boar' and 'duckling', so that children hear new vocabulary. The childminder is tuned into children's emerging language, and understands what they say and responds. However, she does not consistently repeat back words so that children can hear the correct pronunciation.
- The childminder supports children to develop their independence. Children take it in turns to step up and wash their hands at the sink. They learn to roll up their sleeves and use the soap dispenser. Children help to wipe the table ready for lunch and sit together at the table to eat.
- The childminder sits with children at lunchtime. Children drink juice from bottles at the table and enthusiastically pour juice into little cups. The childminder explains that she sometimes fills the little teapot with water so that children can pour and drink water. The childminder recognises the value of encouraging children to drink water. However, she has not yet implemented this consistently

so that children develop their understanding of making healthy choices.

- Children make daily visits to local playgroups, toddler groups and the library where they enjoy crafts, stories, singing and planting. The childminder networks with other childminders to share ideas and good practice. She recognises that this helps to develop social skills so that children are ready for nursery or school. Children take daily walks in the community and local parks, where they explore the natural world, for example counting snails.
- Parents say that their children have settled very well. They comment that their children are happy in the setting and are always excited to attend. Parents say their children make good progress, especially in communication, language and independence. They appreciate the visits to the library and the care and fun that children have.
- The childminder has developed a good relationship with the local school. Children walk to school daily and attend special events, such as burying a time capsule. The childminder networks with other professionals and has participated in training opportunities to further develop her knowledge and good practice.
- The childminder promotes inclusion and diversity through the resources and activities she offers and the experiences she shares. For example, she takes children to meet people at groups in the community.
- The childminder is knowledgeable about the children in her care. She finds out about them during settling-in visits and during conversations with parents. She focuses the curriculum on communication and language, being sociable, learning good manners and developing independence. The childminder monitors children's progress through observations. She shares information with parents in daily conversations and on an electronic app.

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 more precisely on strategies, such as repeating words, so that children can hear the correct pronunciation and make the best possible progress in their language development
- continue to develop strategies that encourage children to make healthy choices, such as drinking water.

Setting details

Unique reference number	300382
Local authority	Sheffield
Inspection number	10351433
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	2 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 1996 and lives in Sheffield. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers early funded education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas used by children and explained how the provision is organised.
- The inspector observed the interactions and play between children and the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector spoke to parents during the inspection and took account of their views.

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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