

Childminder report

Inspection date:

17 September 2025

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 thoroughly enjoy their time with the childminder. They form very strong attachments to her. Children show that they feel safe and secure in her care. She provides a safe and nurturing learning environment. The childminder is calm, caring and sensitive to children's needs, and she is a positive role model. This creates a relaxed learning environment. Children settle immediately and are very happy. They show confidence in her care.

The childminder helps children effectively to develop positive attitudes to learning. Children are able to remain focused on activities and develop good concentration. When children lose attention, the childminder promptly re-engages them through conversation. The childminder implements clear structures and routines of the day that establish expectations. This supports children's good behaviour. Children are learning to share and take turns. Children use 'please' and 'thank you' when they ask their friends to pass them their water bottle. Children are learning to show respect for each other and resources.

The curriculum covers all areas of learning. The childminder creates opportunities for children to develop their imagination. For example, children practise life skills through doll role play. They develop empathy as they consider other people's feelings. Children practise communication as the childminder creates scenarios for them. Children learn about healthy food and where it comes from. For instance, prawns come from the sea. Children develop their muscle skills as they walk to the park. They learn about risk as they use large climbing equipment. The childminder encourages children to paint using their hands and brushes. Children embed their knowledge before they move on.

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

- Children independently access all areas of learning. They show curiosity in their play as they explore a doctor's kit. The childminder sits alongside children as they practise bandaging her arm. She repeats single words to children, such as 'stethoscope' and 'thermometer'. However, the childminder does not consistently extend children's conversational skills during play. This reduces children's opportunities to make deep connections with their learning. That said, children make good progress in their communication and language.
- Children are excited to play board games. The childminder teaches children about patterns and matching cards. She places cards face down on the table. Children take turns to turn cards over and try and match them to their pattern, returning the card if it does not match. Children develop their memory as they recall where their friends placed cards. The childminder praises children for showing patience. Children develop good social skills.

- Children learn about the world around them. The childminder takes children to conservation sites. She teaches children about different birds. Children excitedly recall their trips to the museum. They learn about history as they look at exhibits. The childminder takes children to playgroups. Here, they develop their knowledge on different people and cultures.
- The childminder teaches children how to keep safe out in the community. She teaches children how to use public transport safely. The childminder teaches children about zebra and pelican crossings. Children confidently talk about the green man and how to keep themselves and their friends safe when crossing roads.
- Children develop their small-muscle skills as they build with construction bricks. They learn about size and colour. Children play shopping with their friends. The childminder encourages children to count as they place food in their basket. Children ask to play a game with weighing scales. The childminder teaches them about balance and weight. Children match the physical number with the amount of objects. They thrive in their mathematical development.
- The childminder works extremely well with parents and carers. She shares information verbally at drop-off and collection times. This builds a positive relationship between the childminder and all parents. Parents report they have a good understanding of what their children are learning and how to support their next steps in learning. The overwhelming response from parents is that they are extremely confident in the care and learning the childminder provides for their children.

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:

- use opportunities to extend children's knowledge through further discussion, so they are able to make the deepest connections within their learning

Setting details

Unique reference number	300483
Local authority	Sheffield
Inspection number	10407400
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 1999 and lives in Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded education for children.

Information about this inspection

Inspector

Jackie Ward

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 she organises the early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- Parents shared their views of the setting and staff with the inspector.
- The childminder and the inspector carried out a joint observation during indoor play.
- Children communicated with the inspector during the inspection.

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 2025