

Childminder report

Inspection date: 2 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 happy to see the childminder when they arrive at her home. They quickly settle in to play and explore resources with confidence. Young children demonstrate that they feel safe and secure and ready to have fun. They approach the childminder spontaneously for hugs and smile broadly at her. Parents say that the childminder is 'kind, caring and attentive'. The experienced childminder is a good role model who always treats children with respect.

Young children respond well to simple rules and boundaries set by the childminder. They play well together and show that they have concern for others. For example, they say 'night, night' when their friend is tired and has a nap. They quietly look at books while others settle to sleep. The childminder has high expectations of the children in her care. Children are cooperative and concentrate well relative to their ages.

Children learn the basic skills that they will need for their future learning. For instance, they cut up fruit ready to eat for their snack. Some children are preparing for potty training and tell the childminder when their nappies need changing. They understand the need to wash their hands before eating. Children show a positive attitude to learning and are keen to help each other, such as when they tidy away toys, during activities and routines.

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

- The childminder reflects on how best to help children at her setting. She identifies ways to make improvements. For example, she regularly reviews her organisation of resources to meet children's needs and interests. The childminder exchanges ideas with other childminders. She maintains strong links to the local authority early years adviser. The childminder prioritises her professional development programme through her own reading, as well as occasional training courses and online learning.
- Partnership working with parents is strong. The childminder supports families to continue learning at home. They focus together on addressing any challenges to benefit children. Parents comment that they find the photos and updates that the childminder provides very helpful in keeping them informed. They value the range of experiences their children enjoy and the 'patience' and 'dedication to her work' of the childminder.
- The childminder knows children in her care well. She identifies any gaps in children's learning and takes steps to narrow these, including linking to outside agencies when needed. All children, including those with special educational needs and/or disabilities, make good progress from their starting points. However, on occasion, the childminder does not plan adult-led activities as

rigorously to ensure that she builds strongly on what individual children know and can do.

- Children form strong attachments to the childminder. They behave well and learn to share and take turns. The childminder encourages children to recognise and manage their own emotions. She is eager to promote their positive emotional well-being and offers plenty of praise and encouragement. Children learn polite manners, such as saying 'please' and 'thank you'.
- The childminder takes children on outings into the wider community, including farms and local libraries. Children enjoy fresh air and exercise in nearby parks where they run, climb and balance on equipment. This contributes to their good physical development. They practise their social skills at playgroups, in readiness for nursery and school. Children learn about road safety during walks.
- Children show a great love of books. They choose their favourite books about animals to share with the childminder. They delight in making animal noises and pointing to the illustrations in answer to the childminder's questions. Children join in with actions and bounce up and down to songs. This helps to promote their early literacy and language skills.
- The childminder provides a running commentary for children while they play. She introduces new words, such as 'spots', to add to their vocabulary. She uses signing to help children who babble, or who are just starting to use single words, to communicate with her. The childminder weaves mathematical language, such as for counting and shape, throughout activities. This helps to develop children's good communication and language skills.
- Children practise their fine motor skills and develop their small muscles in preparation for their next stage of learning. For instance, they mould dough, make marks on paper with crayons and paint and place pieces into jigsaws. Children enjoy craft activities and take their creations home to share with their families.

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 planning of adult-led activities to build specifically on what children already know and can do to help them consistently achieve the best outcomes.

Setting details

Unique reference number	300567
Local authority	Sheffield
Inspection number	10351444
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 1999 and lives in Sheffield. She operates all year round, from 7am until 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for two-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder carried out a joint observation of a group activity with the inspector.
- Parents shared their views of the childminder's setting with the inspector, in 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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