

# Childminder report

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Inspection date: 18 June 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children learn to be happy and content in the care of this experienced childminder. They settle well and form strong attachments to the childminder and each other. The childminder works closely with parents to help children become familiar with her home and routines. The children rise to the childminder's high expectations. They make good progress from their individual starting points. They enjoy the many activities the childminder plans for them, indoors and outdoors, that build well, overall, on their skills and understanding. For example, children develop their hand-eye coordination and fine motor skills as they create large beach pictures with sponges, brushes and other media.

Children are safe in the childminder's care. She helps them develop their confidence in their surroundings as, for instance, they learn to safely manage the stairs and steps in her house and extensive garden. Children learn to be well behaved and sociable. They follow the childminder's example as they give a friendly greeting to visitors and to other children as they arrive. Children are increasingly independent. They enjoy choosing their own toys from the childminder's many exciting resources and carefully tidying away before starting their next activity. Parents typically feel the childminder goes out of her way to provide warm and caring support for their children and prepares them well for their future learning.

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

- The childminder makes good use of information from parents and her own observations to plan for children's future learning. She engages children's interest and curiosity and plans well overall to systematically build on their achievements. However, sometimes, she does not make full use of all opportunities to reinforce and deepen children's learning. For example, opportunities to ask children questions or to encourage them to do more-complex tasks by themselves, such as mixing paint, are missed.
- The childminder positively encourages children's love of books. She introduces them to storytelling through action songs and nursery rhymes. She carefully chooses books that stimulate children's interests, and she encourages them to select their own books from her well-resourced bookshelves.
- The childminder strongly promotes the development of children's language skills overall. She engages the children in conversations as they play and introduces them to a new and interesting vocabulary. For instance, she helps babies develop their knowledge of animal sounds with the farm animals together and helps older children name the animals and their young and develop stories about them.
- The childminder helps children to behave well and strongly supports their

personal development. Children learn to share their toys and show kindness and consideration to others. They learn to show patience and to say 'please' and 'thank you' during their healthy snack time, for example.

- The childminder identifies any gaps in children's learning at an early stage. She works closely with parents and with other professionals, such as staff at local schools and speech and language therapists, to support children. She helps children well to manage their emotions and improve their behaviour.
- Children's mathematical skills are well supported. Children are encouraged to develop their counting skills as they play. For instance, they count the number of each kind of animal in their farmyard play and sort them by size and colour. They learn to recognise different shapes around them.
- Children's physical development is supported well. Children have many opportunities to make small and large hand and arm movements. These help prepare them for later writing skills. They love to run and jump in the childminder's large garden and learn to develop their rolling and catching skills.
- The childminder is passionately committed to her role. She regularly reviews and reflects on her practice. She draws on the views of children, parents, local authority advisers and other childminders. She regularly undertakes a range of training, including higher level qualifications, to further strengthen her practice, such as supporting children with special educational needs and/or disabilities.
- Parents strongly recommend the childminder. They welcome the very regular information the childminder shares with them about their children's daily activities and ongoing progress. They particularly comment on the good support for children's developing social skills, language development and good behaviour.

## 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 to ensure that all opportunities are taken to reinforce and deepen children's learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 300596                                                                            |
| <b>Local authority</b>                             | Sheffield                                                                         |
| <b>Inspection number</b>                           | 10351481                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 16                                                                                |
| <b>Date of previous inspection</b>                 | 12 September 2018                                                                 |

## Information about this early years setting

The childminder registered in 1999 and lives in Sheffield. She operates all year round, from 7am to 5.30pm, Monday to Friday, and occasionally on Saturday, except for family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Andrew Clark

## 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 around the premises 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, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children to find out about their time with the childminder.
- 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.

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