

Childminder report

Inspection date: 30 November 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder builds positive and supportive relationships with children. She knows children well and understands their needs. In response, children have the confidence to communicate their needs to the childminder. They take her by the hand to show her what they want. They approach her for reassurance and to sit beside her. Children feel a sense of belonging as they are safe and secure.

The childminder teaches children how to follow a routine. They wash their hands before they eat and tidy up their toys after they have finished playing with them. Parents say that their children now do this at home and that they have learned this from spending time with the childminder. Children learn how to be responsible and helpful. The childminder promotes good behaviour and manners. She encourages children to say 'please' and 'thank you'. Children learn what is expected of them.

The childminder supports children to develop their language and communication skills. She reads books with them and sings familiar songs and rhymes. Children enjoy choosing their favourite books and helping to turn the pages. The childminder points out key characters and words in books, such as 'rabbit' and 'tractor'. Children copy the words that the childminder says. Once they have learned single words,, the childminder introduces new words. When children say 'tractor', she says 'red tractor'. This helps children to widen their vocabulary and work towards using sentences.

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

- The childminder provides learning that is based on what she knows about children. She finds out information from parents when children first start. She gathers information about their interests and what they can already do. This helps her to plan learning that builds on children's existing skills and knowledge.
- The childminder teaches children important social skills. She plays turn-taking games with them and teaches them to share. The childminder takes children to groups where they can interact with other children. She supports them to be independent and make choices. The childminder knows that these are skills that will help children when they start school and to be ready for this next stage in their education.
- The childminder provides a varied curriculum that builds on children's skills over time. She provides many opportunities for children to develop their physical skills. They pull themselves up on furniture and navigate their way around the room, using carefully placed furniture to help them. As they develop, they learn how to climb, jump and roll during visits outdoors and in the garden. Children make good progress in their physical development.
- The childminder teaches children about their own bodies and the similarities that

they each have. As children play with dolls, the childminder names the body parts on the doll. Children point to their own body parts and name them. They point to their head and to their heart. They feel for their own heartbeat and use a stethoscope to pretend to listen to the baby doll's heartbeat. The childminder uses dolls to teach children empathy and to care for each other. Children comfort the doll, saying that it is crying and feeling sad.

- The childminder uses techniques such as distraction when children display unwanted behaviour. Children mostly do what is expected of them. However, occasionally, the childminder does not evaluate her own practice to reflect on what she could do differently to encourage even more good behaviour.
- Parents speak highly of the childminder. They say that she communicates with them daily and helps them to understand how young children learn. This helps parents to support children at home and continue some of the learning that takes place with the childminder. Parents say that the childminder provides their children with experiences outside of the home. They describe how this helps to develop their children's confidence and social skills.
- The childminder seeks support from her local early years team and undertakes safeguarding training to keep her knowledge up to date. She considers what training and support she needs to help to develop in her role. However, the childminder recognises that she does not always focus her reflections on her teaching practice and is working on this skill.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out thorough risk assessments to ensure that her premises are safe and secure for children. She teaches children how to be safe and respectful around the family pets. She understands her responsibilities to safeguard children and protect them from harm. This includes identifying the signs and symptoms of abuse. The childminder knows the local safeguarding partnership procedures and what action she must take if she is concerned about a child. This ensures that children are protected from further harm should action need to be taken. She knows where she can find information so that she is aware of any issues in the local area in relation to safeguarding.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider further ways to evaluate practice to focus more tightly on how to adapt teaching to meet children's changing needs and behaviours.

Setting details

Unique reference number	300611
Local authority	Sheffield
Inspection number	10295303
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	15 December 2017

Information about this early years setting

The childminder registered in 1999 and lives in Sheffield. She operates all year round from 7.30am to 4pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Aimee Hill

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held discussions with the childminder.
- The inspector spoke to several 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.

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 2023