

Childminder report

Inspection date:

12 February 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are extremely happy in this homely setting. They feel valued and have a sense of belonging. As a result, children arrive settled and eager to play. Children are kind and care for each other. For example, older children help younger children to choose what they want to eat and write their names on the menu. The childminder is calm, friendly and kind. She develops close relationships with children and their families. The childminder trusts children and has high expectations of them. As a result, children are comfortable and enjoy being with her. They talk together freely and there is lots of laughter. The childminder communicates clearly, and children eat fresh snacks in small groups at the table.

The childminder organises the setting so that she can monitor what is happening and support younger children. Children choose where to play. They have access to different spaces and lots of toys, books and games that interest them and encourage their language and oracy. The childminder provides individual boxes for children's belongings so that they feel safe and can find their things easily. Children deal cards and learn to take turns. Children know the routine and understand exactly what is happening now and next. As a result, their behaviour is excellent. Children are relaxed and at ease. They enjoy each other's company as they role play and use craft materials.

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

- The childminder offers settling-in visits and shares information and policies with parents and carers. When young children join the setting, they join an established group where older children model good behaviour and kindness.
- The childminder is dedicated and professional. She has developed a routine and spends time preparing so that sessions are organised and run smoothly. The childminder explains that this means she can spend more time with children.
- The childminder knows children well. She asks children questions and offers them praise and encouragement. The childminder observes children's play and consults with them about what resources to provide. Children choose what they use and put things away when they have finished.
- Children share ideas and chat, such as when they make greetings cards. They talk about their day at school and express their ideas. Children help each other as they decide how to spell words, such as chocolate.
- The childminder takes an interest in individual children and their lives. Children appreciate this and feel valued. The childminder supports diversity and inclusion in every aspect of her setting. For example, she provides resources, toys and books that reflect different cultures, families and traditions.
- Children explore their ideas in conversations and are kind to each other. They

speak about the childminder with affection. Children are confident and comfortable in her company. They say that they enjoy coming to the childminder's setting.

- The childminder is committed to her own professional development. She receives updates and support from other professionals and regularly engages with training. She develops clear systems and assesses risks so that children are safe and know what to expect. For example, children cross the road safely together and younger children come into the setting first and take off their coats and shoes. The childminder has excellent policies to support her practice and shares these with parents so that they know what to expect.
- The childminder develops excellent relationship with parents. She shares information in daily conversations. Parents say that the childminder is exceptional. They say that she consistently goes 'above and beyond' to create a nurturing and stimulating environment for children. Parents say that they trust the childminder implicitly and know that their children are safe and well cared for. They appreciate that their children are happy and that they enjoy a wide range of activities and crafts.
- The childminder is known and trusted in the community. She has developed an excellent relationship with staff at the local school. The childminder is welcomed by staff and they share information.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	300684
Local authority	Sheffield
Inspection number	10380749
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	4 to 11
Total number of places	6
Number of children on roll	23
Date of previous inspection	21 June 2019

Information about this early years setting

The childminder registered in 2000 and live in the Chapeltown area of Sheffield. She operates during term time, from 7.30am to 9am on Tuesday, Wednesday and Thursday, and from 3pm to 5.30pm on Monday to Friday. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas children use used and explained how her setting is organised.
- The inspector held a number of discussions with the childminder.
- The childminder showed the inspector relevant documentation.
- The inspector accompanied the childminder on the walk to collect children from school.
- Children spoke to the inspector and took account of their views.
- The inspector observed interactions between children and the childminder.
- The inspector spoke to parents during the inspection and read written feedback to take 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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