

Childminder report

Inspection date: 5 March 2020

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 express that they feel safe in the childminder's care. They are happy and settled as they seek out the childminder for comfort and reassurance when needed. Children's communication and language skills are supported well. They freely access a wide range of books in the childminder's home, as well as choosing their own books during weekly visits to the library. Children are provided with a book bag, and they are encouraged to take their chosen books home to share with their families.

Children have great fun as they draw big lines and circles on a large chalkboard which covers one whole wall of the designated playroom. In the outdoor play area, children have further opportunities to develop their early writing skills as they have access to a large whiteboard and pens. Children show a keen interest in interactive toys. They search through the toy boxes until they find these toys, showing a good awareness of how to use each one. Children repeat the words 'up' and 'down' when moving the gear stick into the relevant position on a driving toy. They proceed to find several torches that they know they have to wind up to create light. They also proudly show the inspector how to switch a battery-operated lantern on and off.

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

- Children relate well to the childminder and her assistant. The childminder monitors the work of the assistant, offering guidance and feedback on her teaching practice. Any training undertaken by the childminder is also offered to the assistant. This ensures their practice remains current, so that children continue to benefit from good standards of care and learning.
- Parents, children and the local school highly rate the childminder's service. Parents report that their children are well cared for and safe in the childminder's care. They confirm that the childminder provides a professional service and shares clear information about her roles and responsibilities. Parents explain how the childminder has helped them to potty-train their children. They also explain how she supports children to learn about cultural and religious events from around the world. Children report how the childminder is always kind to them.
- Children behave well and have great fun in the well-resourced playroom. However, for some children, the range and number of toys and resources are too much and cause distractions. This makes it difficult for the childminder to effectively sustain children's attention and focus during their play and learning.
- The childminder plans interesting activities to enhance and build on children's prior learning. For example, the childminder sets up a tea party role-play activity that links to a popular story she is reading to the children. Children use their imagination as they sit and pretend to drink their tea. At snack time, children's

independence is promoted as they make their own sandwich which they then get to eat at the tea party.

- Children's awareness of safety is promoted well. The childminder talks to children during everyday experiences to help them to learn how to behave and stay safe. For example, the childminder supports children to learn how to hold onto the banister when they carefully go up and down the stairs. When children are eating, she encourages them to chew their food thoroughly before swallowing it and to always sit down so that they do not choke. Children are fully supervised when in contact with the childminder's pets. The childminder talks to children about how to behave around the cats and dogs, helping them to learn how to appropriately stroke them.
- The childminder focuses on supporting children to become independent and to develop good social and communication skills. This provides children with the key skills needed to support their future learning and eventual move on to school.
- Older children enjoy role playing teachers in schools with younger children, which encourages peer-on-peer learning. The older children write out simple addition and subtraction problems that younger children try to work out and solve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a clear range of policies and procedures to keep children safe from harm. For example, children are always supervised closely, and they are only released into an authorised person's care. The childminder and her assistant remain vigilant for possible indicators of abuse and know who to contact should they have any concerns. The home and garden are monitored by closed-circuit television. This enables the childminder to assess who wishes to gain entry to her home before allowing them access. The childminder keeps an emergency bag stocked with relevant information and a first-aid kit that she takes with her on all outings.

What does the setting need to do to improve?

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

- consider how to focus and build on children's attention so they sustain their interest in their play and learning for longer periods of time.

Setting details

Unique reference number	503489
Local authority	Sheffield
Inspection number	10065770
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	12
Number of children on roll	10
Date of previous inspection	2 September 2015

Information about this early years setting

The childminder registered in 2001 and lives in Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder explained to the inspector how she organises her home and supports children's learning and development.
- The inspector spoke with the childminder, assistant and children at appropriate times during the inspection. The views of parents and children were obtained through written feedback provided.
- The inspector and childminder evaluated the quality of teaching and children's learning during an activity delivered by the childminder.
- A range of documents was sampled during the inspection, including training and insurance certificates.

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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E: enquiries@ofsted.gov.uk
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