

Childminder report

Inspection date: 4 December 2023

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

The childminder and her assistant ensure that children feel safe and secure. They comfort children as they wake from their naps and allow them time to adjust and feel alert. They tend to children's personal care routines and ensure that their needs are met. Adults support children to resolve conflict and to share. When children say 'excuse me', they are praised for good manners. Adults encourage children to find ways to play together. For example, children make more room around the toy box so that they can all share the toys. Children regularly say 'please' and thank you'. They learn what is expected of them and how they should treat others.

The childminder and her assistant regularly share traditional and familiar stories with children. They pause at regular intervals as they read, and children fill in the gaps in the story. Later on, children sit and choose the same book themselves. They recall the story and make their own dens as they act out the story they have recently read. The assistant plays the role of one of the characters. Children join in, squealing with delight as they anticipate what will happen next. Children are developing a love of familiar stories.

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

- The childminder focuses on the important skills that children need to have by the time they go to school. She understands and knows the children well, and she uses this knowledge to support her planning for children's future learning. Children make good progress across all areas of learning. They are well prepared for school when the time comes.
- The childminder is particularly skilled at developing children's vocabulary. She repeats words back to children when they do not get the word quite right. She models sentence structure and comments on what children do. In turn, her assistant observes this and adapts his own use of language. This supports children to develop a wide range of vocabulary and to be confident communicators.
- Children take part in turn-taking games, using picture cards. They wait patiently for their turn and concentrate for long periods. The childminder supports them to develop these skills by reminding them to take turns. When children do well, she praises them, using specific praise for exactly what it is that they do. Children develop key skills that will help them later in life.
- The childminder and her assistant introduce number, colour and shape as children play. They talk about the size of the bowls in the story 'Goldilocks and the Three Bears'. Children work out simple subtraction as they sing number rhymes. For example, they know that when you take one away from three that it makes two. Children learn a range of mathematical concepts and language.

- The childminder and her assistant support children to develop their social skills. The childminder labels children's emotions to help them to understand how they might be feeling. She says, 'You sound sad about that.' Children develop an understanding of feelings and emotions. This helps them to regulate their own behaviour and stay calm.
- The childminder communicates with parents regularly. She shares information about what their children will be learning next. Parents say that the childminder responds to feedback that they provide. However, the childminder does not regularly share advice and tips about what parents can do at home to help their child to make even better progress.
- The childminder evaluates her practice through gathering feedback from parents. This has helped her to develop the curriculum for children, including giving them wider experiences outside the home. She now provides visits and walks in the local community to help children to develop their physical skills and an understanding of the world around them.
- The childminder holds regular discussions with her assistant to evaluate their practice. She models teaching to help her assistant to understand how children learn. However, she does not always focus her evaluations tightly on teaching skills and how these can be greater improved to provide an even higher quality learning environment for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder finds out information about the local area and any safeguarding issues that could impact children. This helps her to be alert to any issues that might affect the children she cares for. The childminder and her assistant have a good understanding of the signs that a child may be suffering from harm or abuse. They understand local safeguarding procedures so that they can take action when needed. This ensures that children are protected from possible harm. In addition, the childminder and her assistant regularly undertake safeguarding training. This ensures that their knowledge is always up to date.

What does the setting need to do to improve?

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

- consider more ways to help parents to support their own children's learning at home
- strengthen performance management processes to focus on the impact of different teaching styles to support children's progress even further.

Setting details

Unique reference number	503503
Local authority	Sheffield
Inspection number	10301394
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	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2001 and lives in High Green, Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband works alongside her as an assistant.

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 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 and her assistant.
- 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.

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