

Childminder report

Inspection date: 30 September 2025

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 are happy and secure in the care of the warm and calm childminder. Babies and children learn to be increasingly confident as they choose for themselves from the toys and activities the childminder plans for them. For example, young children develop their early walking and handling skills as they push the pushchair around the room and place the baby doll in a high chair to feed her. Children build further on their physical and language skills as they join the childminder in lively action songs and memorable nursery rhymes. Children make good progress overall, and the childminder prepares them well for the next stages of their learning.

Children respond well to the childminder's expectations and routines. They learn to behave well towards each other and be patient and polite. For example, they quickly sit and gather round the childminder to show they are ready to start a new activity or listen to a story. The children develop their social skills and self-awareness through activities such as playing with other childminders and their children, regular playgroup visits and trips to museums and other places of interest. Parents comment on the confidence children gain from the childminder's calm and gentle manner.

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

- The childminder plans a curriculum that aims to build on children's prior learning, particularly their communication and social skills. However, adult-led activities do not consistently fully meet the needs of all children involved. For instance, the childminder occasionally focuses more on older, more articulate children and does not sufficiently adjust teaching to support younger ones.
- The childminder supports the development of children's speaking and listening skills. For instance, she encourages babies and children to look at the person talking to them as they play and to follow simple suggestions and instructions. She makes effective use of repeated activities, such as nursery rhymes and songs, to recognise rhyming patterns and memorable vocabulary. She speaks clearly and uses a range of strategies, such as repeating and building on children's sentences, to help improve their pronunciation.
- Overall, the childminder supports the development of children's personal skills. However, she does not take all opportunities to help children organise and manage their own play. For example, she sometimes lets children get too many toys out before tidying some away. As a result, they do not always persist and apply themselves.
- The childminder supports children's enjoyment of books and stories well. She often sits and shares favourite books chosen by the children. She reads stories well. For example, she encourages young children to feel the texture or lift flaps

as they listen. This helps them to build a sense of anticipation and to follow the sequence of the story. Older children learn to enjoy the sounds of words as they join in with repeated phrases.

- The childminder has positive expectations for children's behaviour and thoughtfulness towards others. She creates a very calm and friendly environment that encourages children to feel safe and respected. The childminder engages children in discussing simple rules, such as using 'kind hands', and sets boundaries that help them feel safe during their regular walks.
- The childminder reflects on her practice. She reviews her provision, for example through personal research to develop children's safe and healthy eating and appreciation of dental hygiene. The childminder discusses the quality of her provision with local authority early years advisers and other childminders.
- The childminder establishes strong relationships with parents, who highly recommend her provision. They appreciate the regular two-way communication she encourages and the breadth of learning experiences their children receive.

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:

- sharpen planning and teaching to ensure adult-led activities meet the learning needs of all children involved in them
- strengthen opportunities for children to manage and organise their own play.

Setting details

Unique reference number	503505
Local authority	Sheffield
Inspection number	10407401
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2001 and lives in Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded early education.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The childminder showed the inspector around the premises, indoors and outdoors, 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 and assessed the impact on children's learning.
- The inspector spoke to children as they played.
- 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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