

Childminder report

Inspection date: 31 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has undertaken training to develop her own knowledge and skills since the last inspection. This has helped her to make improvements to the quality of provision, resulting in all children now making progress in their learning and development. Children relate well to the childminder, showing confidence in her care. The childminder encourages children to feel secure enough to make their needs known. She asks appropriate questions to promote back-and-forth conversations with children. During daily story time sessions, children choose their favourite stories. Children enjoy snuggling up to the childminder as she reads these to them. Children are prompted by the childminder's questioning to recall familiar phrases and identify pictures from the story.

Children's good health is promoted as they benefit from healthy meals and snacks. They learn to wash their hands before meals and ask for their separate towel to use when drying their hands. The childminder encourages children to develop independence with their toileting and dressing. Daily opportunities are planned to help children develop their physical skills, both inside and outside. Children are encouraged to learn to share and take turns. When they hit out at their peers, the childminder reminds them of the importance of being kind to one another.

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

- Parents confirm how the childminder keeps them well informed about their children's daily care and ongoing development. They explain this is achieved through verbal communication, information shared via online messaging systems and through progress summaries. Parents feel the childminder respects their children's religious backgrounds and beliefs.
- The childminder monitors children's progress from their starting points. She uses this information, and children's interests, to plan an interesting range of activities and experiences for children to participate in. Activities are repeated so that children can practise their skills, with the childminder also extending these experiences to build on their prior learning.
- While the childminder has routines in place, these are not always effectively shared with children. Children sometimes become restless as they are unsure what is coming next. This results in their concentration and focus not being sufficiently maintained when routines change.
- Children develop their creativity, imagination and fine motor skills during planned craft activities. They dip apples into paint to make printed pictures. The childminder supports children to design and draw a scary face onto their own pumpkin.
- When children attend other early years settings, the childminder has not established secure links with these other providers to share robust information.

Messages about children's care needs are discussed. However, information about support for children's ongoing learning and development is not exchanged. This does not develop a consistent approach to children's ongoing learning and development.

- Children are encouraged to learn about road safety on walks. The childminder also helps them to learn about expectations for walking safely and remaining in her sight during outings.
- The childminder creates individual keepsake books, which she shares with parents when each child leaves. These books contain photographs depicting children's progress over time. Children regularly access these books and enjoy recalling their past experiences.
- Children access technology that connects to the internet while in the childminder's care. This is always under the direct supervision of the childminder to ensure that children's welfare is maintained. However, the childminder has not considered how to promote children's own awareness of how to stay safe when using technology.
- Children's counting skills are promoted during fun games. They take turns to be the 'wolf', who calls out different numbers to represent the time. The childminder then helps the other children to learn how to count out the correct number of steps associated with the number called.
- Children are supported to try and solve their own problems in their play. For example, when playing with a marble run, the childminder encourages them to persevere when putting the pieces together. She then encourages them to think about why the ball is not rolling down through all the holes. With the childminder's help, they establish the problem and solve the issue.

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:

- consider how to better organise secure routines for play and learning so that children know what is coming next, supporting their growing attention and focus in their play
- develop more effective relationships with other professionals who are also involved in supporting children's care and education
- consider how to promote children's awareness of how to stay safe when using the internet and digital technology effectively.

Setting details

Unique reference number	EY102643
Local authority	Sheffield
Inspection number	10327724
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	3 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 January 2024

Information about this early years setting

The childminder registered in 2002 and lives in High Green, Sheffield. She operates from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides government-funded places for childcare and receives specific funding for disadvantaged children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminding provision with the inspector.

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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