

# Childminder report

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Inspection date: 22 April 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time in the childminder's welcoming and stimulating home. They play happily together and build strong relationships with the childminder and other children. Children behave well and learn to respect and care for others. The childminder helps them to recognise and manage their own emotions and behaviour. She makes sure that children are well prepared for the next stage in their learning, including starting school.

The childminder has high expectations for every child in her care. She supports children to develop good social skills. This helps them to benefit from the engaging learning opportunities which the childminder provides. For example, children learn to wait their turn and help each other as they carefully balance scales with toy animals and count out the results. The childminder provides many opportunities for children to develop healthy lifestyles and an appreciation of nature. For example, she frequently takes children on walks in the locality or to parks, farms and museums further afield. During the COVID-19 pandemic, the childminder has ensured that children are safe at all times. Parents appreciate that, although they have not been able to enter the childminder's home, they have been kept fully informed about their children's progress and ways to support them at home.

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

- The childminder plans carefully considered experiences to help children to make progress. She makes thorough use of information from parents to arrange activities that interest children and build on their skills, knowledge and understanding. However, occasionally, the childminder does not fully challenge all children to further deepen their learning. For instance, the childminder sometimes answers her own questions or allows more-vocal children to dominate the conversation.
- The childminder identifies any possible gaps in children's learning and development at an early stage. She works closely with other professionals, such as speech therapists and other settings which children attend. This helps the childminder to provide continuity in children's care and learning.
- The childminder helps children to develop a rich and interesting vocabulary. For instance, children accurately use words such as 'spawn', 'tadpole', 'froglet', 'frog' and 'life cycle' as they observe tadpoles in a tank and sort toy animals. The childminder builds on the children's positional language as they play with a construction toy and go 'over', 'under' and 'up' a ladder and put objects 'inside' and 'outside' the house.
- The childminder encourages children's love of books. She introduces them to storytelling through songs and nursery rhymes. The childminder carefully chooses books which interest children, such as books about the natural world.

Children regularly visit the library to hear stories, play games and select books.

- Children develop their early mathematical skills well. The childminder regularly helps them to count toys which they are playing with and compare the sizes of buildings they make. Children name different shapes as they create colourful sticky pictures. They learn to recognise numerals and match them accurately to the number of toy objects in exciting counting games. The childminder helps children to work out 'one more' or 'one less'.
- The childminder is a very good role model to children. She sets clear boundaries and supports children to think about their own behaviour and the impact on others. The childminder is cheerful, friendly and gentle. Children learn to be sociable, positive and polite.
- The experienced childminder is dedicated to her work and is ambitious to provide high-quality childcare. She makes good use of time with other childminders to share ideas and information. The childminder reflects on her practice and regularly accesses a range of training materials to keep her knowledge current.
- The childminder promotes children's well-being and healthy lifestyles well. She helps children to understand the importance of cleanliness. The childminder teaches them how to blow their own nose and to wash their hands with care before snacks and meals. Children are constantly encouraged to be physically active. For example, they play in the childminder's well-equipped garden and go on many walks and parkland visits.
- Parents strongly recommend the childminder. They particularly comment on how happy their children are in their care. Some parents say that they travel significant distances so their children can benefit from the childminder's provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that children may be at risk of possible harm. She attends regular safeguarding training to keep her knowledge up to date. The childminder knows what to do and who to contact if she has a concern about a child's welfare. She understands the possible indicators that a child or family may be at risk of being drawn into or exposed to extremist behaviours. The childminder teaches children about road safety and reinforces this on their regular walks. She helps children to play safely indoors and outside.

## What does the setting need to do to improve?

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

- focus professional development on ensuring that teaching provides consistently high levels of challenge for all children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY262947                                                                          |
| <b>Local authority</b>                             | Sheffield                                                                         |
| <b>Inspection number</b>                           | 10073213                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 19 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2003 and lives in Sheffield. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

### 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 spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The inspector looked at a range of documents relevant to the childminder's practice.
- The inspector looked at written communication from parents about the childminder's service 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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