

Childminder report

Inspection date: 5 August 2022

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 thoroughly enjoy their time in the experienced childminder's welcoming home. They play busily together and build strong relationships with the childminder and her assistant. Children are well behaved and learn to listen and concentrate. For example, they carefully follow guidance as they create exciting print pictures on a seaside theme. The childminder has high expectations for every child in her care. She makes sure that all children progress well and are prepared for the next stage in their learning, including starting school.

Children are curious and keen to explore the world around them. For instance, they eagerly pour water from a wide range of different-shaped containers, estimating and counting how much water they hold. Children love to listen to the well-told stories the childminder and assistant read to them, as they excitedly lift flaps and feel the different textures in the books.

Children develop a positive appreciation of a healthy and safe lifestyle. They benefit from the childminder's nutritious meals and the opportunities for physical activity in her garden and on their many visits. Throughout the COVID-19 pandemic, the childminder ensured that children were kept safe. Parents particularly comment on the guidance she offered and the careful arrangements for cleanliness and for dropping off and collecting children.

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

- The childminder regularly reviews her practice. She is ambitious to help children make a very positive start to their education. She makes good use of training and the views of parents and children to strengthen the curriculum, teaching and learning. However, the childminder has not fully put in place robust procedures to monitor and develop the work of her assistant, to ensure the highest quality of provision.
- The childminder identifies any gaps in children's learning and development at an early stage. She makes thorough use of information from parents to plan activities that interest children and to help them make strong progress. The childminder works closely with parents and other professionals, such as medical and educational practitioners. This ensures that she provides well-matched activities to support children's care and learning.
- The childminder and her assistant promote children's communication and language skills well. They use a wide range of strategies to introduce children to new words and phrases and help them remember them. For example, they use questions well to encourage children to accurately name different seaside animals that they had previously read about in a story. The childminder listens closely to children's responses and gives them space and time to answer fully.

- The childminder encourages children's love of books. She places books at the heart of much of children's learning. For instance, they visit museums to find out about dinosaurs or go to the beach following a story about a clumsy crab. She carefully chooses books that help to build children's understanding of language and rhyme. For instance, children like to invent new words, such as 'sherpal', as they mix colours in their creative play.
- Children's physical development is developed well. The childminder provides many opportunities for children to develop their hand and arm muscle control. For example, children use tweezers to pick up small objects. They handle different-sized painting, drawing and printing tools in their creative work. This supports the development of their later writing skills. Children are encouraged to be physically active in the childminder's garden or on visits to woodlands, soft-play centres and climbing walls. They learn to take risks safely in their play.
- The childminder and her assistant effectively encourage children to behave well and act considerately towards others. They are warm and positive role models. They praise children and encourage them to say 'please' and 'thank you' when they play and eat together. Children learn to take care of themselves. For example, they wash their hands and feed themselves.
- Parents strongly recommend the childminder. They know that their children are happy and making good progress. They welcome the frequent, detailed information the childminder shares with them about their children's development and regular activities. They appreciate the guidance and support she offers to help children learn at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their safeguarding knowledge up to date through regular training and by reviewing national and local guidance. They know the signs when a child may be at risk of possible harm from abuse or neglect. The childminder knows what to do and who to contact if they have a concern about a child's welfare or safety. The childminder and her assistant understand the possible indicators that a child or family may be at risk from extremist behaviour.

What does the setting need to do to improve?

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

- strengthen the procedures to evaluate and support the work of the assistant, to further enhance the quality of the provision.

Setting details

Unique reference number	EY285333
Local authority	Sheffield
Inspection number	10073387
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	1 to 12
Total number of places	12
Number of children on roll	18
Date of previous inspection	31 May 2016

Information about this early years setting

The childminder registered in 2004. She lives in Stocksbridge, near Sheffield. The childminder operates Monday to Friday from 7.30am to 6pm, except for family holidays and bank holidays. She holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector at convenient times during the inspection.
- 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 observed the quality of education and discussed the childminder's practice.
- The inspector obtained the views of parents from written communication about the childminder's service.

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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