

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming, safe and stimulating environment, where children are happy and content. She demonstrates a kind and caring nature that results in positive bonds and relationships with children. The childminder provides an attractive and welcoming environment. Children can independently access and choose their own toys and resources to play with. They engage in activities, such as mark making, gluing and sticking. Children are encouraged to celebrate their achievements, for example, they display their artwork on the wall.

The childminder supports children's communication and language development effectively. She talks clearly and listens carefully to encourage very young children to develop their emerging speech. The childminder sings familiar rhymes with children. She models new words to support their vocabulary and understanding. Babies' and young children's care routines are also well supported as the childminder takes account of their individual needs and parents' wishes. The childminder keeps parents informed on a daily basis about their children's progress by providing regular updates in individual children's diaries. Parents comment positively about the service provided. The childminder helps children to understand the importance of health. She helps children to keep themselves safe by talking to them about healthy foods and the importance of safety when out and about in the local community.

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

- The childminder takes time to get to know and understand the children in her care. This helps her know how to support them to develop and learn. The childminder considers activities and resources that are of interest to the children and that support their development effectively. For example, babies are given a postbox toy to practise their posting skills, support their hand-to-eye coordination and strengthen their fine motor skills. All children make good progress from their individual starting points in learning. They are eager and motivated learners.
- The childminder supports children's language development by talking to them consistently, role modelling conversation skills and asking questions. She introduces new words to children, such as 'gooey' and 'sticky'. The childminder supports babies' social and emotional development by playing games, such as peekaboo, and singing interactive nursery rhymes. Babies respond with laughter and giggles.
- The childminder offers encouragement to support children's self-confidence and responds sensitively to their individual needs. Children demonstrate warm, supportive relationships with the childminder. The childminder has high expectations for all children, and she is a good role model. Children behave well.

- The childminder takes children on regular outings, including to parks and the local nature reserve. Children visit the local library where they are able to participate in craft activities as well as read books. The childminder also meets up with other childminders.
- The childminder has very good relationships with parents and offers a flexible approach in order to support their children's routines and schedules. Parents speak highly of the childminder and use words such as 'amazing' in their feedback to recent questionnaires.
- The childminder conducts observations of what children are doing to understand their development and progress. She offers a variety of activities for children and babies and understands how to support their development. For example, children use paper and felt-tip pens to draw and make marks. The childminder recognises when to extend children's learning, such as presenting children with some glue, a brush and some pieces of card to make a poppy.
- The childminder attends all statutory training, such as paediatric first aid and safeguarding. However, she has not consistently focused her professional development to raise the quality of education to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of safeguarding and is proactive in broadening her knowledge of this subject. She understands all areas of safeguarding, including the 'Prevent' duty. The childminder knows how to keep children safe and has appropriate policies and procedures in place to support her practice. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure. She helps children to learn about keeping themselves safe. For example, on trips out, the childminder teaches children about road safety and that all strangers can be potentially dangerous.

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 and training to raise the quality of education to an outstanding level.

Setting details

Unique reference number	EY294269
Local authority	Sheffield
Inspection number	10229498
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 2004 and lives in Sheffield. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marie Briggs

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 around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and children to help evaluate the quality of education.
- The inspector took account of parents' written views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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