

Childminder report

Inspection date: 24 October 2024

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 in this setting show that they are happy as they smile and giggle during their play. They celebrate when they have done well by clapping themselves and each other. Children receive lots of praise from the childminder for their achievements, such as, when they identify the correct soft toy that corresponds to the feeling they are discussing in the story. This helps to promote children's self-esteem and helps them to flourish. Children show that they feel safe and secure. For example, they explore the toys with confidence. Children go to the childminder for cuddles and reassurance when they are unsure.

The childminder provides opportunities for children to be out in the community. Children enjoy going to local playgroups to enhance their social skills, the library to promote a love of reading and the local park to work on their physical development. They gain a greater understanding of the world around them, such as they enjoy watching the changes in seasons and feeding nuts to the squirrels.

Children's behaviour is very good. The childminder role models good manners. She says 'thank you' as children pass objects to her and children repeat this when the childminder passes objects to them. For example, when the childminder gives children their plate to take to the table at snack time, they respond with 'thank you'. Children help each other. Older children enjoy helping younger children. For example, when making monster faces with magnetic shapes, older children pass eyes to the younger children and enjoy helping them to count how many eyes their monster has.

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

- The childminder plans a curriculum to meet children's individual needs. She teaches children to be confident and independent learners. For instance, the childminder encourages children to put on their own coats and shoes, blow their own noses and wash their hands independently. Children enjoy cutting their fruit at snack time. The childminder builds on what children already know and can do. This helps to ensure that children are ready for their move on to school.
- The childminder supports children's communication and language skills well. She is patient and encourages younger children to repeat the words if she does not understand them. The childminder then repeats the word back to children using the correct pronunciation. Children enjoy joining in with familiar nursery rhymes and taking turns to choose which song they are going to sing next.
- The childminder begins to introduce diversity through teaching children about different festivals. However, she does not think about how to consistently embed diversity throughout the setting to prepare children for living in modern Britain.

At times, children do not have the chance to reflect on their differences and what is unique about them.

- Children benefit from a healthy diet and a range of opportunities for physically active play inside and outdoors. The childminder promotes oral hygiene through discussions and role play. She gives children consistent message that supports them to make healthy choices.
- The childminder undertakes professional development to help enhance her teaching. However, she has not enhanced her knowledge of how to work in partnership with other professionals to support children who may need further support or have gaps in learning.
- Parent partnerships are strong. Parents describe the childminder as supportive and reassuring. They report that she is very flexible and accommodating. Parents feel that the childminder keeps them up to date with their children's progress.
- The childminder expertly introduces mathematical language into all areas of children's play. For example, when children are role playing, the childminder encourages discussions involving mathematical language and counting.
- Children know the routine of the setting and follow instructions well. They behave extremely well. Children learn to take turns and share with their friends.
- The childminder creates a highly stimulating environment. Resources are easily accessible, so that children can choose what they want to do. Outside, the childminder provides many opportunities for children to develop their physical skills, such as walking up and down steps and using push-along cars and scooters. This supports children to improve their coordination.

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:

- promote equality and diversity more consistently throughout the setting to prepare children for living in modern Britain
- enhance knowledge of how to extend partnerships with other professionals to support children who need further support in their learning

Setting details

Unique reference number	EY314793
Local authority	Sheffield
Inspection number	10355210
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 11
Total number of places	12
Number of children on roll	15
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in Sheffield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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