

Childminder report

Inspection date: 17 June 2025

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 are engaged and motivated during their time with the experienced and caring childminder. The childminder builds on children's interests, skills and engagement through generally well-planned activities. Children make good progress overall in all aspects of their learning. They are well prepared for the next stage in their development, including starting school. Children develop their fine muscle control and knowledge of colour and measure. For example, they work together with the childminder to build the tallest tower they can with wooden blocks. The childminder supports children to use their counting skills as they play.

Children behave well. The childminder helps children to explore their emotions and to manage their own behaviour. She sets clear boundaries that help children to feel safe and secure. For example, children learn to walk together holding onto the pushchair as they cross the road on their daily walks. The childminder is a positive role model. She strongly supports children to be polite and considerate towards each other. Children participate in a range of other physical activities, such as dance, climbing and sliding. Parents and carers appreciate the close bonds the childminder establishes with their children that contribute to the confidence and social development.

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

- The childminder draws on her experience and training to progressively help children to develop their skills, knowledge and understanding in all areas of their learning. However, she does not make the fullest use of books to systematically build on children's language development and understanding of the world through, for instance, linking books and stories to children's interests or to seasonal and other themes.
- The childminder promotes children's listening, speaking and early literacy skills well. She introduces children to well-chosen songs and nursery rhymes that develop their familiarity with the sounds, patterns and rhythm of language. The childminder encourages children to talk to each other as they play and leads by example. She identifies any potential delays or gaps in children's communication skills at an early stage and works with parents and speech and language professionals to address them.
- The childminder is a warm and positive role model. She works closely with parents to build strong relationships with herself and other children from the start. The childminder encourages children to behave well and to use 'please' and 'thank you' as they select their toys or tidy away together. She recognises when children are worried and tired and acts quickly to comfort them.
- The childminder promotes children's independent learning skills well. She encourages them to choose the toys and books they would like to play with. The

childminder helps children to develop favourite songs, rhymes and stories. Parents comment on how well the childminder teaches their children to put on their own shoes and to put on and fasten their coats. The childminder helps children to become sociable and confident through, for example, regular visits to playgroups and library sessions.

- The childminder is professional and passionate about her role. She is ambitious for children to make the most of their time with her. The childminder makes good use of a range of resources, including training and links with other early years professionals, such as local authority advisers, to reflect on children's learning and develop her practice.
- The childminder strongly promotes children's physical skills, health and well-being. She encourages children to make healthy choices in their snacks and meals. She works with parents to support good dental health. Children build on their jumping, climbing and running skills in the childminder's well-resourced garden or on their many trips to parks and places of interest.
- Parents strongly recommend the childminder. They know that their children are happy and making good progress. Parents appreciate the guidance and support the childminder offers for their children's eating habits, toilet training and particularly their social skills and confidence.

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:

- strengthen the memorable and systematic use of books to further promote children's language development and understanding of the world.

Setting details

Unique reference number	EY357975
Local authority	Sheffield
Inspection number	10399146
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	6
Number of children on roll	7
Date of previous inspection	21 November 2019

Information about this early years setting

The childminder registered in 2007 and lives in Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The childminder showed the inspector around the premises, indoors and outdoors, and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to children as they played.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through their written feedback.

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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