

Childminder report

Inspection date:

23 September 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

Children are happy and settled in the childminder's home. They build strong and warm attachments with the childminder and demonstrate that they feel safe and secure in her care. For example, younger children enjoy the cuddles and reassurance that the childminder gives them when they become tired or wake from a sleep. Older children thrive from the positive praise and affection that they receive from the childminder. For example, they celebrate their achievements with the childminder and proudly show her the pictures that they have made during creative activities. This helps to build on children's confidence and keeps them motivated and interested in their learning.

Children benefit from the educational programmes and curriculum that the childminder provides for them. In response to the COVID-19 pandemic, the childminder has focused on providing children with a range of opportunities to further develop their social and emotional development, and their communication and language skills. She plans daily group activities to help children gain the skills that they need to make connections and communicate with others. This helps to prepare children well for their future learning and eventual move to school.

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

- Children make good levels of progress and are developing well in all areas of their learning, overall. They are given the freedom to make independent choices and explore the wide range of toys and activities that the childminder provides for them. However, the childminder has not fully considered ways to further develop the physical skills of younger and less-mobile children, in order to more effectively support them as they begin to crawl.
- Children show a strong affection for reading. They select their favourite books and listen intently to the childminder as she reads to them. The childminder uses effective questioning skills to encourage more-reluctant communicators to join in and help retell familiar stories. This helps to promote children's speech and language development.
- Children develop good mathematical knowledge and skills. For example, they begin to recognise numerals and develop their counting skills while playing with number blocks. Children join in with singing and complete actions during number rhymes, such as 'Five currant buns in a baker's shop'. Children begin to understand that the total number changes as they take one currant bun away.
- The childminder teaches children how to follow good hygiene routines, such as handwashing at mealtimes and after creative activities. Children learn how to manage their personal hygiene and keep themselves healthy from an early age.
- The childminder acts a positive role model to children with her kind, caring and nurturing approach. She supports children to play cooperatively with others,

share and take turns. Children's behaviour is good.

- The childminder has positive relationships with parents. She implements effective ways to share information with parents about their children's learning and progress. The childminder regularly shares ideas and suggests ways to help support their child's development. This helps to promote a consistent approach towards their learning both in the setting and at home.
- Settling-in arrangements for children are effective. The childminder gathers key information from parents about their child's individual care and learning needs before they first start at the setting. She uses this information to plan familiar experiences and daily routines to help support children as they settle in.
- The childminder regularly reflects on and evaluates her practice. She seeks feedback from parents and external professionals to help identify ways to continually improve. This supports the childminder to provide good levels of care. However, the childminder has not implemented plans for her continued professional development, in order to help raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently undertaken further research online to improve her safeguarding knowledge. She understands the procedures to follow in the event of an allegation made against her or any members of her household. She has a secure knowledge of how to identify and respond to concerns about a child's welfare. The childminder implements an effective system to help identify and minimise risks and hazards around the premises. She undertakes daily checks of her premises to ensure that they are hygienic, safe and secure. This helps to safeguard children and protect them from harm.

What does the setting need to do to improve?

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

- expand on opportunities for younger and less-mobile children to further develop their physical skills
- target professional development opportunities to help raise the quality of education to an even higher level.

Setting details

Unique reference number	EY361127
Local authority	Sheffield
Inspection number	10251808
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	
Number of children on roll	4
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in Sheffield. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jennifer Dove

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 inspector and childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector talked to children during the inspection and reviewed written feedback from parents to take account of their views.
- 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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