

Childminder report

Inspection date: 14 May 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 arrive happy and are welcomed by the childminder. She has created a calm and homely environment without distractions, so that children hear language and learn about conversation. Children develop close friendships. They choose a book and snuggle together as they start the day. Children take it in turns to speak and listen to each other in this peaceful environment.

The childminder models good language and manners. She encourages children to say 'hello' and 'thank you.' She sits on the floor so that she is available for children. Children listen and repeat rhymes, actions and words as they play. The childminder speaks clearly, responding to children so that they feel valued and safe.

The curriculum focuses on developing communication and language, social skills and independence. The childminder identifies children's interests, needs and individual personality traits. She tunes in to their emerging language, understands what children say and repeats back phrases so that children hear the correct pronunciation. The childminder identifies children's next step in learning that reflect their interests and needs. For example, she supports children to recognise their own emotions. This helps children to make good progress from their starting points.

Children develop a keen interest in books and reading. The childminder reads a story about cleaning teeth. Children listen, ask questions and use props to role play the story and clean the crocodiles' teeth. The childminder encourages children and asks questions so that they can develop their thinking skills and remember what they have learned.

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

- Each day, children are provided with lots of opportunities for outdoor play. The childminder offers a wide range of resources and activities that interest children and supports learning. Children can make choices about what they play. They enjoy exploring tactile resources, such as lentils. Their imaginative and fine motor skills develop as they pretend to make tea, pouring from one container to another. However, on occasions, the outdoor area becomes disorganised, such as when children ride on wheeled toys. Children's learning is interrupted and some become distracted.
- Overall, the childminder provides effective support. She knows what children already know and can do and plans appropriate adult-led activities that builds on this well. For example, group activities allowing children to count and sort dinosaurs provide opportunities to extend children's mathematical understanding. While expectations of what children can do are high, at times,

these expectations are overly ambitious. Sometimes, activities for younger children, such as learning to recognise quantities of objects without first counting them, are too difficult and do not reflect children's existing knowledge and understanding. During these times, some children become restless and do not want to continue their learning.

- Meal times are sociable occasions, where children sit together at a table. Children are confident speakers, happily sharing their thoughts and talking about their families. They are able to make their own choices about what they eat. They learn how to chop their own fruit safely and butter their pancakes.
- The childminder reflects the diversity of the community through open conversations and the resources and activities offered. Children celebrate cultural festivals and learn about different families. The childminder shares carefully chosen books that promote inclusion. Children identify the colour of their skin, eyes and hair and learn that they are the same and different.
- The childminder provides children with clear instructions to follow, such as learning to line up and climb the stairs. Children learn to fasten their coats and practise putting on their shoes, which develops children's independence.
- The childminder has established effective partnerships within the locality. For example, children go on regular outings to a local playgroup and visit the library. Children walk to school each day, which helps to ensure they are well prepared for their move to school. The childminder has a close network with other childminders, sharing good practice.
- Partnerships with parents are effective. The childminder shares information about children's achievements and progress through daily conversations, on an app and through a learning journal. Parents say that they treasure these records. They speak highly of the childminder, acknowledging that children make a 'remarkable surge' in developing their communication, language and socialising skills. They are grateful for the effective support and expertise the childminder provides.

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:

- review the organisation of outdoor play so that all children can fully engage in their interests without being interrupted or distracted
- ensure that activities are consistently well adapted to reflect children's ages and stages of development and build well on what they already know and can do.

Setting details

Unique reference number	EY372447
Local authority	Sheffield
Inspection number	10399496
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2008 and lives in Frecheville, Sheffield. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used and explained how her setting is organised.
- The childminder and inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between children and adults.
- The inspector observed play and planned activities and both inside and outside.
- Parents shared their views of the setting with the inspector in discussion and in 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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