

# Childminder report

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Inspection date:

5 February 2020

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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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

Met

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and well settled. They develop warm relationships with other children and the childminder. They seek her out to share their experiences or involve her in their play, for example as they cook different plates of toy food. Children have access to a very good range of toys and play equipment. These are in good condition and age-appropriate for the children attending. Children move around freely and gain independence as they choose activities and resources that interest them.

Children behave well. They listen to the childminder and they share resources with each other. For example, they pass each other different-coloured transparent circles to look through, so they can explore what the world looks like in different colours. The childminder gives children lots of praise and encouragement to develop their self-esteem.

Children learn about safe practices in an age-appropriate way. For example, the childminder gently reminds them to be careful as they open the door so they do not trap their fingers. Children are developing good attitudes to learning. They are keen to ask the childminder questions or answer the ones she poses to them.

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

- Accurate assessments of children's development ensure the childminder knows what children can do. She uses this information to plan a wide range of activities that children enjoy. She has a clear idea of what she wants children to learn and how she will implement this. For example, the childminder reads stories to children. She uses picture cards about the story and questions children about the books they read and what they see on the pages. Children are developing a love of books.
- The childminder provides children with good opportunities to learn about the importance of a balanced diet. She plans interesting activities so that children can try a varied range of fruit and vegetables. For example, the childminder groups different-coloured fruit and vegetables on matching coloured plates. Children decide which ones they would like to try and the childminder explains what type of food it is. She talks to children about the importance of having different-coloured fruit and vegetables on their plate to promote their health. Children show a good attitude to trying the foods and exploring the different tastes as they try kiwi fruit, blueberries, tomatoes, bananas, carrots and baby sweetcorn.
- Children enjoy regular singing sessions to promote their communication and language development. They choose the songs that they like to sing, and the childminder uses props to make the sessions even more interesting. For

example, children sing 'Five Little Speckled Frogs'. The childminder has pictures of frogs on sticks and as each one jumps into the pool, children hide one of the frogs. The childminder challenges children to think about how many are left, supporting their mathematical development.

- Children have some opportunities to learn about the wider world. For example, they talk about people who help us, and they dress up as a firefighter. However, they are not given a wide range of opportunities to learn about different cultures and communities to value the similarities and differences in people.
- Risk assessments are effective. The childminder checks her home each day to ensure children have a safe space to play. She practises emergency evacuations with children so they understand the procedure to follow. Cleaning materials are kept out of reach of children and garden areas are secure.
- Parents are given a wide range of information. The childminder has a noticeboard in the hall which contains information on topics, such as safe sleeping or the early years foundation stage. She shares information with parents on how their child is developing and how they have been each day. However, she is less successful in gathering information from parents about children's development at home to provide a two-way approach to supporting their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an effective safeguarding policy in place. This covers a wide range of safeguarding topics and how to deal with these. For example, it details how the childminder will act appropriately if a child made a disclosure of a safeguarding nature. The childminder has a sound understanding of how to implement her safeguarding policy to protect the children in her care. She regularly reviews her safeguarding practice, for example by carrying out an audit. She understands the signs to look for which may indicate a child is suffering abuse and who to contact with any concerns.

## What does the setting need to do to improve?

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

- strengthen information gathered from parents about children's learning at home
- develop opportunities for children to learn about the wider world and the similarities and differences between themselves and others.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY379759                                                                          |
| <b>Local authority</b>             | Sheffield                                                                         |
| <b>Inspection number</b>           | 10117456                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 11                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 16                                                                                |
| <b>Date of previous inspection</b> | 24 August 2015                                                                    |

## Information about this early years setting

The childminder registered in 2008 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 holds qualified teacher status. She receives funded early education for four-year-old children.

## Information about this inspection

**Inspector**  
Duncan Gill

### Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked the safety of the premises. He looked at relevant documentation that the childminder uses to ensure the safety and welfare of the children.
- The inspector discussed how the childminder plans the curriculum to support children's learning.

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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