

Childminder report

Inspection date: 12 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 benefit from the high-quality activities and interactions that the childminder provides. She introduces new words to children as they play. For example, when reading 'The Very Hungry Caterpillar' she explains what 'salami' is. She teaches children about the life cycle of a butterfly. Children listen intently to stories. They later recall what they have learned, talking about how the caterpillar builds a cocoon.

Children share warm, trusting relationships with the childminder. She greets them on arrival, and they settle in quickly. Children know the routine. They help the childminder to tidy up before going outside to play. Children are kind to their friends. They take turns and help each other, for example passing resources when their friend cannot reach them. Consequently, the setting is calm, and children are ready to learn.

The childminder is committed to supporting all children to feel welcome and do well. She works with parents to find out children's interests and starting points. She regularly shares information with parents about their child's development. The childminder works closely with parents to meet all children's individual needs. As a result, all children make good progress in their learning and development.

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

- The childminder asks families about their child's likes, dislikes and developmental milestones. She observes children at play, noticing their interests and finding out what they know and can do. The childminder uses this information to plan activities that help all children to make good developmental progress.
- The engaging activities capture children's interest. They concentrate on their learning and play for extended periods. The childminder skilfully extends their thinking through high-quality interactions. For example, she wonders out loud how they might make their aeroplane sturdier. When a task is difficult, children keep trying. They are proud of their achievements. Children are developing positive attitudes to learning.
- The childminder introduces mathematical language as children play. She helps them to sort toy nuts and bolts by shape, size and colour. Children create repeating patterns. The childminder helps them to think about which colour is missing. Children exclaim 'green'. The childminder supports children who speak two languages to count in both. She helps them to point to each object as they carefully count. As a result, children are developing a good understanding of early mathematical concepts.
- Children with special educational needs and/or disabilities are well supported. The childminder works with parents, and other professionals, to ensure

children's individual needs are met. Additional funding is used effectively, helping children to achieve the next steps in their learning and development.

- The childminder addresses misconceptions and extends children's developing vocabulary. For example, children say a figure has a 'costume' on. The childminder explains that it is a 'uniform' because he is in the armed services. Children are making good progress in their communication and language skills.
- The childminder helps children to learn about their similarities and differences. For example, children compare the colours of their clothing. She encourages children to wash their own hands, tidy up and choose their foods at snack time. She provides just enough guidance and support. As a result, children learn what makes them unique and are becoming increasingly independent.
- The childminder is committed to continually improving the service she provides. She completes professional training and development, which improves her teaching. For example, since the last inspection, she has further developed her skills and knowledge in supporting children's mathematical learning.
- Partnership with parents is strong. The childminder shares information with parents each day, through discussions as children arrive and leave the setting. She also completes termly assessment summaries. She shares these with parents so that they know how their child is developing and how they can help to support their learning at home.
- The childminder shares information about children's day-to-day care needs with the other settings they attend. However, she does not share detailed information about their learning and development. This means that teaching and assessment across the settings they attend is not connected.

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:

- support further children's learning and development by sharing information with the other settings children attend.

Setting details

Unique reference number	EY387811
Local authority	Sheffield
Inspection number	10404764
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education places. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- The inspector viewed the provision and considered the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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Textphone: 0161 618 8524
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