

Childminder report

Inspection date: 30 April 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 happy and settled in the childminder's care. They form secure attachments with her kind and nurturing support. They enjoy the childminder joining in with their play and are supported by her reassuring praise and guidance. The childminder has high expectations for children, and they make good progress overall. They are well prepared for their further learning, including starting school. The childminder helps children learn about shape, colour and counting, for instance, as they create play dough models and build on their mathematical knowledge in the outdoor role-play café.

Children grow in confidence. They build strong bonds with the childminder from the start, which contributes to their confidence and well-being. The childminder helps children to behave well and show consideration for others. For example, they show patience as they choose songs to sing and stories to share. They follow the childminder's considered instructions and learn to make decisions about what to play with or work on next. They learn to play safely and eat healthily. Parents comment on the impact the childminder has on their children's personal and social skills, including the world beyond their immediate experiences.

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

- The childminder promotes children's communication skills well overall. She introduces them to songs and rhymes. For instance, she joins in children's play to support their speaking and listening skills. However, she does not consistently enrich children's language development. For example, the childminder sometimes over-uses words children are already familiar with rather than building on these and introducing new and more imaginative vocabulary.
- The childminder makes good use of accurate assessments of children's skills, knowledge and understanding to match learning closely to children's needs. She gathers useful and ongoing information from parents to ensure she knows children well and to identify and address any possible gaps or delays in their learning and development.
- Children develop their personal skills well. The childminder guides children to independently put on their own coats and shoes, choose their toys and tidy away as they finish their play. She helps children to build their turn-taking and sharing skills through, for instance, well-chosen games and creative activities.
- The childminder helps children develop their early mathematical skills well. Children are regularly engaged in counting activities that help secure their understanding of the quantities that match different numbers. She strongly encourages older children to add and subtract one or more numbers and gives them useful strategies to help them. Children learn to identify different shapes in their toys and through the childminder's house and garden.

- The childminder is a warm and positive role model. She encourages children to use good manners and behave well. Children learn to pay attention to others and to say 'please' and 'thank you' and to share with others. The childminder helps children to understand and manage their own behaviour.
- The childminder helps children develop their physical skills well. They build their hand control through squeezing, rolling and shaping their play dough, threading beads and using pens and pencils of different thicknesses. These skills help prepare children for later writing tasks. They develop their gross motor skills through, for instance, regular walks and visits to local parks and other places of interest.
- The childminder is ambitious to help children grow to be happy and self-confident. She makes good use of training, for instance on developing her systematic planning and support for children's safety and well-being. She reviews her practice with other childcare providers, such as local authority early years staff.
- Parents strongly recommend the childminder. They appreciate how happy and engaged their children are in her care. They welcome the very regular information the childminder shares with them on their children's daily activities and ongoing progress.

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:

- focus professional development on supporting children to fully extend and enrich their language skills and vocabulary.

Setting details

Unique reference number	EY390894
Local authority	Sheffield
Inspection number	10388449
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 3
Total number of places	6
Number of children on roll	12
Date of previous inspection	11 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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 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.
- Parents shared their views of the childminder's setting through their written feedback.
- 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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