

Childminder report

Inspection date: 30 June 2022

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

The childminder and her assistant provide a stimulating, exciting and interesting environment. They have strong relationships with children and know them well. Children are confident around visitors, knowing that the childminder is close by. The childminder and the assistant provide lots of praise and reassurance. This helps to develop children's confidence and self-esteem. Children eagerly explore the childminder's well-resourced garden. Young children confidently climb up steps and use the slide. Older children manoeuvre through a caterpillar tunnel. This helps to develop children's coordination and large-muscle skills.

The childminder has high expectations for children's behaviour. Children receive gentle reminders about the rules of the setting, so that they know what is expected of them. Children are eager to do things for themselves. For example, all children try to put on their shoes. Where children struggle, the childminder and the assistant are on hand to provide support. This helps to develop children's independence skills. Children enjoy playing with the childminder and her assistant. They actively invite them into their play. For instance, older children ask the assistant to try on their glasses and test their eyes in the role-play opticians. This helps to develop children's social skills.

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

- Children are polite and have good manners. They say please and thank you throughout the day. The childminder and the assistant are good role models. They are kind and caring. When minor conflicts occur, the childminder supports children to resolve their issues. For example, the childminder gently reminds children to wait and take turns on the slide.
- The childminder offers children many experiences outside the home. Children have opportunities to visit the local woodlands, parks and museums. This gives children the opportunity to learn about the community around them. The childminder introduces children to other cultures through resources, activities and experiences. This helps children to learn about the wider world.
- The childminder gathers information from parents when children first start at the setting. She delivers a curriculum which follows children's interests and builds on what they already know and can do. The childminder regularly monitors children's development and plans the curriculum to ensure that there are no gaps in children's learning. However, occasionally, the childminder provides group activities, which do not always meet the individual learning intentions of all children involved.
- The childminder provides children with good opportunities to develop their communication skills. Children listen as the assistant reads their favourite stories. She asks questions and encourages them to predict what might happen

next. The assistant introduces word such as 'cocoon'. Children are encouraged to choose and sing their favourite songs. This helps to develop children's speaking and listening skills.

- Generally, children's independence is promoted well. Children happily access their own drinks and feed themselves at lunchtime. The childminder provides healthy well-balanced meal and snacks. However, occasionally, the childminder does not organise daily routines, particularly mealtimes, as well as other times during the day. For example, at snack time, she does not involve fully promote children's independence. Furthermore, some children wait longer than others and become distracted.
- Partnerships with parents are good. Parents speak highly of the childminder and her assistant. They state that communication is good, and they are regularly kept up to date with their children's progress. The childminder shares children's next steps in learning, and suggestions to extend children's learning at home.
- The childminder is a reflective practitioner and constantly reviews her practice to ensure that it meets the individual needs of the children in her care. The childminder carries out regular supervision sessions to provide the assistant with coaching and mentoring. She gives a high priority to ongoing professional development. The childminder and her assistant have attended many courses since the last inspection to help ensure better outcomes for children.
- Children show good physical skills as they turn pieces of inset puzzles, squeeze tweezers to pick up plastic insects and use stampers to make marks on paper. This helps to strengthen children's small muscles in readiness for early writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant access a range of safeguarding and child protection training to keep their knowledge up to date. She fully understands her role to protect children from harm. The childminder and her assistant know how to report any allegations against an adult living or working on the premises. The childminder and assistant are aware of safeguarding issues, such as the 'Prevent' duty and county lines. The childminder recognises the importance of completing daily risk assessments of her home and garden. This helps to keep children safe.

What does the setting need to do to improve?

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

- focus more precisely on the learning intentions of planned activities to fully meet each child's individual learning needs
- review the organisation of daily routines, particularly during mealtimes, to help children know what is happening next and promote their independence skills even further.

Setting details

Unique reference number	EY392777
Local authority	Sheffield
Inspection number	10074247
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	8 July 2016

Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round from 7.45am to 5.30pm, Monday to Wednesday, and from 8am to 5.30pm on Thursday, except for bank holidays and family holidays. The childminder works with assistants, who hold appropriate qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to 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 inspector carried out a joint observation of an activity with the childminder.
- Parents' views were shared through 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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