

Childminder report

Inspection date: 15 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 make good progress and enjoy their time in this setting. They have secure attachments to the kind and caring childminder, which helps them to feel happy, safe and emotionally secure. Children eagerly take part in adult-led Easter-themed activities that help them to develop early friendships. These form part of the childminder's purposefully planned and generally effective curriculum that prepares children for future learning. For example, children hunt for hidden Easter eggs in the garden with great excitement and focus. They develop early mathematical concepts as the childminder encourages them to count the eggs in their baskets. While searching for eggs, children squat down low and reach up high, developing their large physical skills.

The childminder motivates children, continuously builds on their communication skills and enhances their fun and enjoyment through her engaging approach. For example, much to children's delight, she too puts on the 'special' paper glasses that everyone needs to wear to find the hidden eggs. During another activity that is planned to develop children's sensory exploration, the childminder encourages children to feel the 'soft' feathers. Children develop their fine motor skills which are important for future writing. For example, younger children scoop shredded paper into wicker baskets and older children use tweezers to grasp Easter-themed resources. The childminder sensitively reinforces her expectations for children's behaviour as younger children learn social skills, such as sharing toys.

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

- When planning her broad curriculum, the childminder complements children's experiences through visits, such as to the library, park and playgroups. This helps children to socialise with a wider group of children and learn about simple rules and boundaries outside the home. It also expands aspects of children's understanding of the world.
- The childminder plans many craft-based activities and outings, such as to a Chinese supermarket, to help children to learn about everyone's similarities and differences. However, this aspect of the childminder's curriculum is, sometimes, too advanced for younger children.
- The childminder continually observes and assesses children's progress. She plans for the most significant milestones in children's development in consultation with parents and carers. The childminder swiftly identifies and addresses any delays in children's development.
- When children are waiting for an appointment to see other professionals, the childminder implements effective strategies to support children. This includes, for instance, making excellent use of targeted continued professional development to increase her knowledge and skills.

- The childminder sings and reads to children to support their development of speech and early literacy. Children enthusiastically join in with familiar songs and delight in listening to a favourite story. They take turns to lift the flaps, and talk about what they are seeing and what might happen next. Through ideas from training, the childminder uses various props and methods to enhance storytelling and develop children's recall.
- Children engage particularly well during adult-planned activities. However, the amount of resources and adult furniture means that the playroom is over-crowded, which also reduces the floor space. Consequently, children, sometimes, lose focus when they lead their own play. There is other space available, but the childminder does not always use this to best effect.
- Children are familiar with daily routines that help them to develop independence and learn about practices that contribute to a healthy lifestyle. For example, older children confidently put on their coats and wellington boots. The childminder encourages younger children to loosen the fastenings as they learn to put on their footwear. Children patiently line up to wash the 'germs' off their hands before eating.
- Children develop confidence as they practise their large physical skills. They develop a positive approach to learning new skills, such as balancing, as they step across tree stumps. Children negotiate space as they use wheeled toys. As they learn to share the see-saw, the childminder explains that two children have to sit on each end to balance this. The childminder helps children to learn to keep themselves safe by reminding them to hold on.
- The childminder obtains certain information from other settings that children attend. However, she does not exchange more precise details that help her to fully promote continuity in children's individual care and learning.

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:

- provide more age-appropriate opportunities for younger children to learn about the similarities and differences between themselves and others
- review the organisation of the learning environment to increase children's focus and engagement during child-led play
- strengthen information-sharing with other providers, in order to complement children's care and learning further.

Setting details

Unique reference number	EY408601
Local authority	Sheffield
Inspection number	10392863
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	2 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	24 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Sheffield. She operates Monday to Thursday, from 7.30am to 5.30pm, during term time. The childminder holds a relevant childcare qualification at level 3 and offers government funded childcare.

Information about this inspection

Inspector

Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation on an activity taking place.
- The inspector spoke to children during the inspection. The childminder shared written feedback from parents and questionnaires that parents and children complete.
- The childminder shared documents, such as those related to continued professional development and 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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