

Childminder report

Inspection date: 12 December 2019

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 developing into confident, self-assured individuals due to the positive interactions and support of the childminder. As the inspector arrives, the childminder introduces her to the children. They warmly greet the inspector and immediately invite her in to see the train track they have built. The children confidently begin chatting to the inspector, explaining how they have built this big track. Children are happy and settled in the childminder's care. They behave well and are encouraged to use good manners. At the end of the inspection as the inspector leaves, the children shout 'bye, thanks for coming'.

Children show care, concern and compassion for their peers as they interact and play cooperatively together. When one child injures themselves, another child offers reassurance to their friend. They advise the upset child, who is being comforted by the childminder, that they are ok, and they are being very brave. When a child expresses that they cannot find their toy, another child goes off to search for this. The childminder constantly talks to the children, responding to their conversations and asking questions. This enhances their vocabulary and encourages them to become inquisitive learners. The childminder skilfully uses positive reinforcement, discussing situations as they arise to support children's growing awareness of staying safe.

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

- Children are supported effectively to develop their listening and speaking skills. They enjoy sitting on the sofa and snuggling up to the childminder as she reads them stories. Their attention is retained as the childminder animatedly reads the story. The childminder naturally explains the meaning of any new words as they arise in the book. This broadens children's growing vocabulary and supports their understanding of more complex words.
- Children develop positive attitudes to learning and are confident communicators. They are encouraged to learn to wait and to listen to their friends before they speak. The childminder utilises opportunities effectively as they arise to hold meaningful conversations with children. This creates purposeful learning experiences as children play. This skilful approach enables the childminder to build on children's prior knowledge and skills in preparation for their future learning and eventual move on to school.
- Attendance records relating to school-age children are not as accurately maintained as the records for younger children. While this is a breach of requirements, it is an administrative error and has no impact on children's well-being.
- Children are supported to develop good social skills and to learn to respect and value those around them. The childminder helps children to learn about the

uniqueness of family environments and that it is acceptable to have differing beliefs to other people. Children are supported to understand feelings and emotions. This helps to promote their good behaviour as they learn to manage their emotions in appropriate ways and to show empathy towards others.

- Children develop some independence skills with toileting and handwashing. They know they must use soap when washing their hands as they may be dirty and have germs on. However, the childminder wipes children's faces after lunch and provides them with lidded cups to drink from. This is not fully in line with their abilities as children are competent to do these things for themselves.
- Children benefit from daily opportunities to play and explore outside. They have fun playing in the childminder's garden and they develop their physical skills on regular walks and trips to the park.
- Parents confirm they are very happy with the quality of care and learning the childminder provides. Information is continually shared with parents and/or carers to ensure children's care and learning needs are met. The childminder obtains some information about the care children receive when they attend other early years provisions. However, less information is gathered on children's learning and development. This means that the childminder is unable to complement the learning children receive elsewhere effectively.
- Children enjoy baking activities and making their own dough. Their mathematical skills are promoted as they count and weigh the ingredients out. Their physical skills develop as they roll the dough out and use cutters to make different shapes.

Safeguarding

The arrangements for safeguarding are effective.

Children are cared for in a safe, secure home. The childminder continually risk assesses all areas used by children to ensure they are safe and suitable. The childminder has a clear understanding of her role and responsibilities to safeguard children from potential harm. She is aware of the referral procedures to follow should she have a concern about a child's welfare. The childminder reinforces simple rules and encourages children to learn to listen and respond to her instructions. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain an accurate record of all children's hours of attendance.	20/12/2019

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

- provide further opportunities for children to consistently develop their independence with all aspects of their self-care skills
- increase the range of information gathered from other providers that children attend so that their learning is complemented.

Setting details

Unique reference number	EY410211
Local authority	Sheffield
Inspection number	10071897
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Sheffield. She operates from 7.30am to 6pm on Wednesday and Thursday only, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder showed the inspector around the areas of her home she uses for childminding. She also explained how she supports children's learning and development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and the childminder evaluated the quality of teaching and children's learning during an activity delivered by the childminder.
- A range of documents were sampled during the inspection, including training certificates.

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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