

Childminder report

Inspection date: 13 August 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

The childminder welcomes children into this peaceful family environment. Children arrive happy and excitedly tell the childminder about their holidays and going to the beach. Children start the day with real conversations that emerge from experiences that children can remember. As a result, children feel important, valued and safe.

The childminder supports children to use language and explore new sounds and vocabulary. She speaks clearly and enthusiastically reads out loud to children. The childminder adapts stories so that all children are included. Children listen intently, ask questions and eagerly ask the childminder to read more. Younger children practise their emerging language as they babble and copy the noises animals make. Consequently, children develop a love of books and reading.

The curriculum focuses on the prime areas of learning. Children develop their communication and language, physical and personal skills. The childminder knows children well. She identifies children's starting points in development. The childminder monitors children's progress so that she can offer activities that interest and engage them as they learn. For example, children enjoy manipulating play dough at the table, using tools to cut and shape it. Younger children engage in calming play using their fine motor skills as they settle. Children listen to each other, take turns and learn to share resources.

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

- The childminder creates a calm and well-organised environment for children. Children enjoy space and freedom to explore resources. They learn to cooperate as they share activities. Children are polite, and say 'please' and 'thank you.' The childminder makes regular risk assessments and teaches children to keep themselves safe. For example, she reminds children to sit on their chairs.
- The childminder shares stories about similarities and differences. She chooses stories that challenge gender stereotypes and represent different ethnicities and families. This helps children to learn about diversity, equality and inclusion.
- Children narrate their activities as they role play driving a car and caring for dolls. They give each other instructions and negotiate. However, on a few occasions, the childminder gives compliments and asks questions that distract children and interrupt the flow of their play. As a result, children lose interest in their role play and conversations. This does not support children to extend their communication skills.
- Children enjoy time outside each day in the garden. The childminder takes children to local parks, the library and playgroup. Children's behaviour is excellent. They are kind to each other, follow instructions, walk together and

learn to cross roads safely.

- Children enjoy freedom and develop a love of being outdoors, such as they visit the park. Younger children enjoy the breeze and babble excitedly as their language emerges. Children explore the play equipment. However, on occasions the childminder helps children, rather than encouraging them to have a go and try for themselves. Consequently, children call and ask for help, rather than developing their problem-solving skills, confidence and resilience.
- The childminder supports children to make healthy choices. They share nutritious food and sit together at the table so that mealtimes are sociable occasions. The childminder is sensitive to the personal needs of babies and toddlers. She is affectionate and discrete as she changes nappies. Older children develop independence as they use the toilet independently.
- The childminder identifies clear next steps in learning for children. She shares information with parents in conversations and messages. The childminder is experienced and has developed connections with other professionals to support children with special educational needs and/or disabilities (SEND).
- Parents and carers say that the childminder is wonderful. They say that she is sensitive and inclusive and that their children make excellent progress, especially in language and communication. Parents explain that their children build friendships and that this helps them to make smooth transitions to school.
- The childminder has a vision for her practice that includes following children's interests. As a result, children have a sense of belonging and develop close relationships with the childminder and other children.

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:

- give children even more uninterrupted time to develop their communication skills and language
- support children to try things for themselves so that they develop independence and confidence in their own ability and recognise their progress.

Setting details

Unique reference number	EY410211
Local authority	Sheffield
Inspection number	10399719
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2010 and lives in Sheffield. She operates all year round, from 7.30am to 6pm, on Wednesday only, except for bank holidays and family holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used and explained how her setting is organised.
- The childminder and inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between children and the childminder, inside and outside.
- The inspector accompanied the childminder and children on a walk to the local park.
- Parents shared their views of the setting with the inspector.

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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