

Childminder report

Inspection date: 30 May 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 self-assured in the care of the warm and nurturing childminder. The home-from-home environment gives children a deep sense of security. Children flourish in their personal, social and emotional development. They establish positive relationships and acquire a strong sense of self-awareness. For example, children confidently ask their friends to join them in their imaginative play or to play on the seesaw with them.

Children engage readily in activities and stay focused for long periods of time. They persevere with challenges. For example, when children are playing with the counting bears, they use tweezers to pick them up and copy colour patterns from laminated sheets. They are encouraged to continue the pattern. This helps children to strengthen their hand-eye coordination, fine motor and problem-solving skills. Children are encouraged by the childminder to persist with the task, and the childminder offers suggestions to help them accomplish this independently. She praises them for their efforts when they succeed. This helps to boost children's confidence and self-esteem. They demonstrate a sense of satisfaction when they achieve what they set out to do. Children behave well. They understand routines, listen carefully and follow the childminder's instructions.

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

- Children receive a broad and balanced curriculum, planned effectively by the childminder. They lead their own learning and freely access a wide range of resources. The childminder skilfully observes children as they play and uses her assessments to monitor their ongoing progress. She identifies any emerging gaps in children's learning and plans next steps to address these. Consequently, children make good progress in their education and are well prepared for the move on to school.
- The childminder is confident, dedicated and enthusiastic. The childminder supports children with special educational needs and/or disabilities to reach their full potential by working closely with outside agencies. Parent partnerships are strong. The childminder shares information with parents about their development and supports them to extend their children's learning at home.
- The childminder is a good role model to children. She is kind and calm, and children willingly invite her into their play and approach her with their favourite toys. They play happily together, respecting each other and taking turns. She supervises the children well and reminds them of the rules to keep them safe. For example, the childminder explains what might happen if they run indoors. This helps to prevent accidents and supports children to identify hazards in their environment.
- Young children are introduced to early mathematics by the childminder. For

example, she encourages children to count regularly, helping them to learn about number sequence. However, the childminder does not introduce children regularly to mathematical language such as longer, shorter, heavier and lighter. This does not support them to learn about mathematical concepts.

- The childminder encourages children to understand the importance of following a healthy lifestyle. They have frequent opportunities to be active in the spacious well-equipped garden and during visits to the farm and local park, where they explore the natural world. The childminder provides healthy snacks for children and encourages parents to provide healthy, nutritious packed lunches.
- Children are happy and confident. However, they are not actively encouraged to be independent. Children are not encouraged to take off their own coats, drink from open-top cups or wash their hands independently. This does not support children to be resilient, build problem-solving skills or boost self-esteem.
- The childminder connects with other childminders in the area, frequently attending groups together and sharing ideas. She completes training, such as paediatric first aid, safeguarding courses and other relevant training to enhance her professional development.

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:

- use mathematical language to strengthen children's understanding of mathematical concepts
- support children to be independent to promote self-esteem and resilience.

Setting details

Unique reference number	EY415396
Local authority	Sheffield
Inspection number	10398704
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 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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