

Childminder report

Inspection date: 1 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 settled in this safe and welcoming setting. The childminder is warm and nurturing. She provides a home-from-home environment that gives children a deep sense of security. Children approach the childminder regularly to join in with their play. The childminder sits at children's level and interacts consistently with them, following their interests. Children explore well-resourced areas indoors and outdoors with confidence. For example, after playing in the water tray, children take cars to wash and dolls to bath. The childminder expertly extends children's learning by discussing why children get washed. She points out body parts on the doll and encourages children to point to their own body parts.

The childminder is a good role model and models good manners. Children have a strong understanding of the behaviour which the childminder expects of them. They are thoughtful and are kind to their friends. Children know the routines in the setting and follow good hygiene practices. For example, they wash their own hands before snack times and mealtimes. The childminder places a focus in her curriculum on educating children about healthy lifestyles. She provides children with nutritious snacks and works in partnership with parents and carers to ensure that children bring healthy packed lunches. The childminder provides children with lots of physical activities and understands the importance of promoting oral hygiene. Children enjoy brushing pretend teeth with a toothbrush and discuss the importance of cleaning their teeth. The childminder provides parents with information leaflets to promote healthy lifestyles and good oral hygiene.

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

- The childminder seeks good information from parents about what their children can already do when they first start. She uses her continuous observations to find out what children need to learn next. The childminder plans well and involves children in making choices about resources and activities.
- Overall, the childminder is skilled at supporting children's communication and language development. She extends children's vocabulary by introducing new words. For example, as children play in the water, she uses a variety of words words, such as 'drop', 'drip', 'droplet', 'floods' and 'deluge'. The childminder then introduces these new words in other activities, such as when adding food colour to shaving foam. However, while the childminder expertly introduces children to new language she does not always give children time to think, process and respond when asking questions. This prevents children from exploring ideas and engaging in deeper learning.
- Children have lots of opportunities to progress their skills as the childminder knows how to sequence children's learning. For example, she encourages children to use large arm movements by painting on a wall in the garden. The

childminder recognises this strengthens children muscles in preparation for more precise mark making and pencil control.

- Children are extremely confident and rush to greet visitors on arrival. They invite them into their play as they excitedly show them the activities on offer. The childminder encourages younger children to feed themselves and older children to put on their own coats and use a knife to chop fruit at snack time. However, older children sit in highchairs at mealtimes and snack times and drink from water bottles. This does fully help children to develop their independence skills to prepare them for pre-school.
- The childminder understands the importance of promoting a love of reading. Children have access to books, inside and outdoors. They enjoy looking at books independently and listening to a story as a group. The childminder makes stories interesting and engages children by involving them and using props. For example when reading the story of 'The Very Hungry Caterpillar', children take turns feeding the different foods into the mouth of a large soft caterpillar.
- Parents are very grateful for the care the childminder provides. They value the trusting relationship they have with the childminder and state that they would not hesitate to recommend her to other parents. Parents comment that they have noticed their children's progress since being in the childminder's care.
- The childminder understands the importance of providing children with new experiences. Her curriculum is focused around the outdoors. The childminder plans opportunities for children to plant fruit, vegetables and herbs. Children go on trips to the park, woodland, garden centre and farm. The childminder takes children to the shop to buy milk, and then to the farm. She explains how the milk gets from the cow at the farm to in the bottle at the supermarket. This helps to give children a good understanding of the world around them.

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:

- allow children time to listen think and respond when asking questions to allow them to process information, formulate their responses and build confidence in their abilities
- promote children's independence further to help prepare them for pre-school.

Setting details

Unique reference number	EY420487
Local authority	Sheffield
Inspection number	10392172
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 August 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 Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact 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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