

# Childminder report

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Inspection date: 29 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy in the setting and enjoy the time they spend with the kind and gentle childminder. They have secure attachments with her and regularly seek her out to join in with their play. Children enjoy listening to stories with the childminder. They eagerly lift up flaps, describe what they can see and compare this to their own experiences.

The setting is homely and organised to meet the needs of the children who attend. Children have access to a wide range of toys and activities to support their learning and development. They direct their own play and show positive attitudes towards learning their learning. For example, children are engaged in a play dough activity for a long period of time. They are engrossed as they test out their own thoughts and ideas, using different tools and equipment.

The childminder has high expectations for all children's behaviour and teaches them right from wrong from an early age. Children are well behaved, kind and considerate individuals who show respect for each other and the childminder. They enjoy playing a matching animal game where they take turns. Older children support younger children to find and match the animals on their board.

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

- The childminder offers new children a range of settling-in sessions before they start at her setting. She finds out a wealth of information from parents about their children and uses this to help children to settle quickly. The childminder focuses on making sure children have secure attachments. She supports them to develop their personal, social and emotional skills well.
- The childminder is experienced and knows how children learn and develop. She incorporates children's interests into the experiences that she plans, while making sure their learning is central. The childminder identifies any gaps in children's learning and supports them to make progress in these areas through activities she provides.
- The childminder is positive in her interactions with children. She plays alongside them and skilfully asks questions to extend their thinking skills and knowledge. The childminder supports children's communication and language development particularly well. She repeats words and phrases back to children so they can hear the correct pronunciation and introduces new words to extend their vocabulary.
- Routine activities, such as mealtimes, are used as a learning opportunity. Children develop their social and communication skills as they happily chat about their interests and experiences. Children are very polite and demonstrate good manners. Occasionally, the childminder does not support children to be as

independent as possible, especially in meeting their own health and self-care needs.

- Children's physical development is supported very well. They enjoy daily walks and spend a great deal of time outdoors. Children regularly visit the local park where they play on the playground, tennis courts, football field and in the woodland area.
- The childminder uses the local environment well to help children to learn about the world around them and different people. Children experience weekly visits to the library and attend various playgroups. They frequently use public transport as they go into Sheffield.
- Parents are happy with the care and education their children receive. They speak highly about the childminder and praise the activities she provides, especially the enjoyable days out she plans. They say they are kept well informed about what their children are doing and learning in the setting.
- The childminder has established links with additional early years settings children attend. However, she does not always share enough information with them about children's learning and development.
- Self-evaluation is effective. The childminder reflects on her practice and the activities she provides for the children and makes improvements. For example, the childminder is keen to develop her outdoor space. She plans to add an area to give children more opportunities to engage in sensory experiences like mud play. The childminder keeps her knowledge and skills up to date and regularly shares information and good practice with other childminders.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what signs and symptoms might indicate a child is at risk of harm. She understands how to identify and report any concerns she may have about a child's safety or welfare. The childminder keeps her knowledge up to date and is aware of wider child protection issues, including radicalisation and exploitation. She keeps the children in her care safe. She checks that the premises and equipment are safe for children to use and she minimises potential hazards.

## What does the setting need to do to improve?

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

- enhance opportunities for children to develop their independence and self-care skills.
- extend the range of information shared with other early years settings that children attend, to support consistency in their learning.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY433005                                            |
| <b>Local authority</b>             | Sheffield                                           |
| <b>Inspection number</b>           | 10071904                                            |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>               | Childminder                                         |
| <b>Age range of children</b>       | 2 to 11                                             |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 15                                                  |
| <b>Date of previous inspection</b> | 5 October 2015                                      |

## Information about this early years setting

The childminder registered in 2011 and lives on the outskirts of Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, 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

Clare Cotton

### Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held a number of discussions with the childminder throughout the inspection. She looked at a sample of documentation, including evidence of the suitability of persons living in the household.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector spoke to and interacted with children during the inspection.
- Parents' views were considered through written feedback provided.

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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