

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder has a warm and welcoming home where children make excellent progress. Children are happy in this friendly and nurturing environment. Through a carefully planned settling-in process, the childminder gets to know them and their needs. This supports them to settle in with ease. Children build good relationships with her and have a cuddle when they need comfort. This is a key focus of the childminder's educational programme, and has a positive impact on children's personal, social and emotional development.

Children independently explore all areas of their environment. For example, they select their play resources. Younger children point to what they want. Older children confidently ask for help if needed, or for resources they cannot see. Children learn to be independent and manage their own needs. Older children can easily access the downstairs toilet, so are able to manage their own toilet needs and wash their hands.

Children have good relationships with each other and learn to consider others as they play. For example, the childminder supports children to take turns while playing a colours game. She ensures children have opportunities to play with other children outside her setting, such as at a sports morning with other childminders. As a result, children develop good social skills, are confident and behave well.

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

- Children show excellent behaviour. They share with others, taking turns while playing games. They use 'please' and 'thank you' when asking for resources, and show positive attitudes to learning through high levels of curiosity, concentration and enjoyment. The children laugh and squeal with excitement during the tidy-up song, as it gets faster and faster.
- The childminder supports children's good health. She supports them to understand when they need rest and the importance of handwashing before eating. She encourages them to take responsibility for their own needs, discussing how cold it is before going outside. Children decide they can take coats to put on if they are cold, risk assessing their own needs.
- Parents provide extremely positive feedback about their experiences. They praise the childminder's communication with them and feel their children are well cared for. Parents comment that children have made noticeable progress in their development. They say the childminder teaches them new 'skills every day' and that they have 'adventure, learning, kindness and love' while in her care. The childminder and parents work closely together to ensure the best outcomes for the children.
- Children have many opportunities to develop their understanding of the world.

At snack time, the childminder explains how the paper towel can soak up spilt water, discussing with the children what they think might happen. She encourages them to solve problems and develop critical thinking skills, which will benefit them in the future.

- Children's communication and language are well supported. The childminder introduces new vocabulary during activities. For example, during a painting activity, the children begin to use words such as 'whiskers' and 'kitten'. The childminder extends the children's learning by bringing mathematics into the activity, counting the cat's legs and eyes.
- The childminder has the same ambitions for all of the children. The setting has a wide range of resources which are set out effectively for all children to access. Children show delight when finding the pine cones and coloured autumn leaves, and are excited to thread the pasta onto straws, counting as they go. However, the activities are not set out or used in the correct order to build on children's understanding. The experiences are not consistently arranged to continue to build on their knowledge and skills for future learning.
- The childminder's observations and knowledge of children helps her to support them to make good progress in their learning and prepare them for school. However, some activities are not always age-appropriate for children's learning and the next steps in their development. Therefore, some activities are too challenging; children lose focus and their expected learning is not always achieved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs and symptoms of abuse. She can proficiently answer questions and scenarios to show her in-depth knowledge of safeguarding. She knows what to do and who to contact if she has concerns about a child in her care. The childminder challenges any concerns in a professional manner. The safety and care of the children are of the utmost priority to her. She uses risk assessments effectively to identify and address any hazards in the environment, to keep the children safe.

What does the setting need to do to improve?

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

- plan activities more effectively to build on what children already know and can do, to ensure that all children are appropriately challenged and can reach the best outcomes possible.

Setting details

Unique reference number	EY444532
Local authority	Sheffield
Inspection number	10229603
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	7 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in High Green, Sheffield, in South Yorkshire. The childminder is open all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Angela Foley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector read feedback from parents.
- The childminder and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.

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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