

Childminder report

Inspection date:

7 December 2021

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 has strong relationships with parents. She works closely with them when children first start, in order to get to know children and support their needs. This sometimes includes home visits, so that children can get to know the childminder in a familiar environment. She has flexibly adapted her setting during the COVID-19 pandemic, conscientiously looking at different ways of sharing information to help continuity for the children. Children develop close trusting bonds with the childminder and her assistant, who are both very friendly and caring. Children approach them happily and show them what they are doing. The childminder and her assistant help children to understand behavioural expectations, appreciate the needs of others and manage their emotions. Children are praised and encouraged for their efforts. Consequently, they behave well.

Children's individual needs are fully considered, including those children who speak English as an additional language. The main language spoken in the setting is English. However, the childminder speaks a few languages and can support most children in their home language. This helps to close any gaps in learning and helps children to settle quickly.

Children learn effectively as they play. The childminder links activities closely to children's interests and uses spontaneous opportunities that arise to extend learning. For example, as children play with the toy bricks, the childminder extends children's mathematical language, such as 'big', 'small' and 'tall'. Children also develop their small-muscle skills as they use crayons to draw for a purpose and use rolling pins and shape cutters to manipulate modelling clay.

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

- The childminder's observations and knowledge of children help her to support them to make good progress in their learning and prepare them for school. However, occasionally, some activities are too challenging for some children and the expected learning is not achieved. For example, some children lose focus when they are asked to count objects as they do not fully understand what a number is.
- The childminder and her assistant support children's communication and language skills well. They talk with the children about what they are doing. They encourage children to recall past events in their own words and listen patiently. However, occasionally, the childminder does not name objects correctly to promote the development of children's vocabulary. For example, when repeating words back to children, she sometimes uses baby words instead of real words, such as 'brum brum' for 'car'.
- The children develop a good attitude towards learning. For example, children are

encouraged to persist at tasks when their tower of blocks falls. The childminder encourages children to solve problems as she asks the children to think of ways that they can make the tower stronger. Children make suggestions, such as holding it or putting more bricks at the bottom to stabilise it. Then they test out their suggestions. Children are praised for their achievements, which boosts their self-esteem and confidence.

- Children have good opportunities to develop their independence. They are encouraged to choose activities they wish to do and help to tidy up the resources before lunchtime. Resources are all easily accessible in the designated playroom and children help themselves.
- The childminder and her assistant help to support children's healthy lifestyles. Young children learn to wash their hands before meals, and they enjoy healthy fruit snacks and drinking water. At lunchtime, they talk about food that is good for them. They name the different fruits in their lunch box, such as blueberries and bananas. The childminder has activities in her garden and takes children to local parks and nature areas, where children can enjoy being active in the fresh air and develop their physical skills and strength.
- Children learn about people's differences and similarities effectively. They play with a range of resources that positively represent diversity. They also look at different festivals and cultures from around the world. This helps children to value and respect others.
- The childminder and her assistant work as an effective team. They evaluate their practice and ensure that they continue to develop their skills, focusing closely on the changing needs of the children. Parents' and children's views are taken into consideration. Children's views influence activities and snacks offered. The childminder is currently looking at developing further ways of involving parents in her setting, such as by obtaining parents' views via parent questionnaires.
- The childminder works closely with other professionals involved in children's well-being, such as speech and language therapists. This promotes continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant work to ensure that the environment is safe and well maintained, to enable children to play and explore safely. They complete regular checks of all areas to minimise risks. The childminder and her assistant are familiar with the procedures to follow if they have concerns about a child in their care. The childminder attends regular training to keep her child protection knowledge updated, her assistant is due to complete this. Appropriate paediatric first-aid certificates are maintained and there are procedures in place should a medical emergency arise.

What does the setting need to do to improve?

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

- refine children's language development further so that they learn the correct names for objects from the very start
- build on the curriculum to make sure that activities are always aimed at children's abilities and follow the next steps in their learning.

Setting details

Unique reference number	EY451888
Local authority	Sheffield
Inspection number	10214231
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	12
Number of children on roll	9
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Sheffield, South Yorkshire. She operates from Monday to Friday all year round, except for family holidays and bank holidays. The childminder holds an appropriate degree in working with children. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helene Terry

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- 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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