

Childminder report

Inspection date:

6 November 2019

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

Children settle quickly into the childminder's care. They grow into confident learners overall. They are nurtured by the childminder's thoughtful support. The childminder and her assistant listen carefully to children and give them plenty of time to choose their own resources and play together. Children build secure attachments, with the childminder and her assistant, that help them feel safe. The childminder has a good understanding of how to support children's well-being. The childminder and assistant speak in a calm and friendly manner to children. They follow the children's interests and children behave well. The childminder has high expectations of what children can learn. She challenges children as they play to learn new vocabulary and count objects accurately. However, on occasions, the childminder and assistant miss the chance to further deepen children's learning. The childminder provides a bright and stimulating environment. Children enjoy choosing the toys they want to play with. The toys are clean and of good quality, although they sometimes limit children's opportunity for self-expression. The childminder supports children to develop the attitudes and skills they need for their future learning. She makes good use of links with other settings children attend to promote their consistent development.

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

- Children enjoy their learning and concentrate well. For example, they focus carefully on filling different containers with jelly in their sensory play. The environment is motivating and stimulating for children. It is well organised and enhances children's play. Children access a good range of resources that promote all aspects of their learning overall. However, there are not as many activities routinely available that encourage children to express their own imaginative and creative ideas fully.
- The childminder works well with parents to establish a consistent approach to supporting children's learning. She explains to parents where children are in their learning and how they can support learning at home. The childminder makes good use of information, that parents provide, on children's achievement and interests to identify starting points and plan future learning.
- The childminder provides a range of healthy snacks and meals for children. She helps them to develop an understanding of the importance of looking after themselves and washing their hands. The childminder closely follows parents' routines for sleep and nappy changes, which helps babies to grow in security and comfort.
- The childminder and assistant engage constantly in children's play. For example, they join babies on the floor to allow them to crawl safely and pull themselves up. They maintain eye contact when they talk to children. However, the childminder and her assistant do not consistently take the opportunity to raise

questions and extend older children's understanding and vocabulary development further.

- The childminder strongly promotes children's love of books, rhymes and songs. There are many well-chosen books attractively displayed throughout the play areas. Children love listening to stories and the childminder and her assistant read with expression and clarity overall. They help children to join in with repeated phrases and understand and anticipate the next part in the story.
- Children spend a great deal of their time outdoors. They have a wealth of opportunities for exercise and fresh air in the large and well-planned garden. The adults lead children in regular visits to local parks and other local play areas.
- The children work well together. They participate in group craft activities to contribute to beautiful displays, for example about the 'Room on the Broom' story. Children help to keep the room tidy and put toys back in the right place.
- Children are well behaved. The childminder and her assistant are vigilant and caring. Children enjoy the praise the childminder gives them when they try new things and they are very proud of their achievements. The childminder helps children to recognise that not everyone feels or acts in the same way. For instance, she teaches children about different celebrations, such as Australia Day, and religious festivals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of signs and symptoms that may indicate possible abuse to children. They know who to contact should they have any concerns about a child's welfare. The childminder is committed to ensuring their knowledge and skills are kept up to date. For instance, they attend regular training and are proactive in developing their understanding of wider safeguarding issues. Children learn to keep themselves safe, for example through visits from representatives of the fire and police services.

What does the setting need to do to improve?

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

- strengthen interaction with children to deepen and extend their learning further
- increase the range of resources that promote children's self-expression, imaginative and independent creative skills.

Setting details

Unique reference number	EY415396
Local authority	Sheffield
Inspection number	10071898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	31 July 2015

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

Andrew Clark

Inspection activities

- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder completed a joint observation with the inspector.
- A range of documents were reviewed, including evidence of the suitability of members of the household.
- The inspector spoke to children and parents and considered their views.

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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