

Childminder report

Inspection date: 13 November 2019

Overall effectiveness	Good
------------------------------	-------------

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 high expectations for the children in her care. She is calm and patient. The childminder understands children's unique needs and personalities. She provides them with choice and encourages their independence. For example, when children are getting ready to go to sleep, the childminder asks them if they want milk first and if they would like it warmed. Children behave very well. They are supported well by the childminder to learn good manners and say 'please' and 'thank you'. Children are learning to share and wait for their turn. For example, the childminder explains that they need to wait until others have finished with the car mould when playing with dough. Children wait patiently, and when others have finished with the mould they pass this to their friends so they can have a go. They show good relationships with others. For example, they tell them, 'That was nice singing', after their friend has sung a song. Children are happy and settled. They show that they feel secure with the childminder, for instance they go to her for a hug. Children are keen to talk to the childminder throughout their play. She promotes their understanding of mathematics well as she encourages them to count the balls of dough or compare the sizes of their dough snails.

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

- There are effective risk assessments in place to ensure that all areas of the home are safe for children. For example, the garden is secure, doors are locked to prevent intruders, and cleaning materials are stored out of the reach of children. The childminder ensures that necessary documentation is in place, such as records of attendance. She attends training, for example first aid, so she can support children's health in the event of an accident.
- The childminder works well with parents. She provides settling-in sessions, tailored to children's individual needs, to help them settle well. The childminder discusses children's development with parents when they first start. She continues to provide information to parents about their children's care and learning through daily chats. The childminder shares written information with parents at regular intervals so that they know what their child needs to learn next. However, she does not use these good partnerships to offer parents ideas for activities to try at home to further enhance children's development.
- The childminder understands children's individual routines and ensures that their health is promoted well. Children get daily access to outdoor play and fresh air in the garden or at the park. They are encouraged to learn the importance of good hygiene routines, such as the importance of brushing their teeth each day to keep them clean and healthy.
- The childminder plans a good range of activities to help children learn about the wider world. She takes them on outings to playgroups, museums and the farm, and to story times at the library. The childminder helps children to learn about

the similarities and differences between themselves and others well. They go to the market and look at different materials and clothes people wear. Children learn about festivals that different people celebrate and the importance of respecting each other's views.

- The curriculum is broad and planned well by the childminder. She has a good understanding of what she wants children to learn so that she can prepare them for school. The childminder observes children and tracks their progress effectively. She then uses this information well to plan activities that are based on children's interests and to support their next steps in learning.
- The childminder encourages children to use speech consistently to explain their needs and discuss what they are doing. When children drop some of their dough on the floor and make a noise to get her attention, she calmly asks them if there is anything they want to tell her, to promote their language. Children respond by using speech to explain they have dropped their dough. The childminder encourages children to think about past experiences and she asks effective questions to make them think. However, she does not consistently give children enough time to think and respond before giving them the answer.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She understands the signs that children may display if they are suffering from abuse. The childminder knows what records she should keep and who she should contact with any concerns. She has appropriate policies in place to refer to with any concerns. The childminder understands how to keep children safe when using electronic equipment and the internet. She has a suitable policy in place for the use of mobile phones and cameras, and attends training to keep her knowledge up to date.

What does the setting need to do to improve?

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

- strengthen partnership working with parents to provide them with ideas for activities they can do at home to complement their children's learning
- extend the time children are given to think and respond when asked a question.

Setting details

Unique reference number	300203
Local authority	Sheffield
Inspection number	10072752
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 1995 and lives in Sheffield. She operates all year round, from 8am to 6pm on Tuesday, Wednesday and Thursday, except for family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Duncan Gill

Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked the safety of the premises. He looked at relevant documentation that the childminder uses to ensure the safety and welfare of the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019