

# Childminder report

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

The childminder has high expectations. She strongly encourages children's independence. The childminder regularly introduces children to new toys and games that closely match their interests or needs. For example, she plays a counting and matching game that closely reflects their stage of mathematical development. The childminder is reflective and well organised. The childminder and her assistant are positive role models to the children in their care. They speak to children in a calm, friendly and conversational manner. The questions they ask are adjusted to suit the age and ability of the children. Children appreciate the full attention the childminder gives to them. She responds promptly and effectively to their emotional needs. Children feel safe, secure and happy in her home. They are well behaved and learn to be considerate of the needs of others. The childminder encourages children to feel part of her family. She provides many opportunities for children to meet others through attending playgroups, the library and other regular visits. This promotes their social development well and helps build their confidence. The childminder promotes children's awareness of a healthy lifestyle well. Children have many opportunities to be physical active in the nearby park and to enjoy the walk to and from school.

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

- The childminder builds a strong relationship with parents. She works closely with them to help children settle smoothly at her provision and to establish good routines for their care. The childminder gathers useful information on children's achievements and interests to assess their starting points. This provides a firm basis for children's future learning and good progress. Parents typically comment that children 'really enjoy coming and make lovely friends'.
- The childminder knows the children she cares for well. She accurately assesses what children know, can do and understand. She plans carefully to build on their achievement and secure their skills. For example, she extends children's communication skills through well-told stories, gentle discussions and carefully considered questions. However, opportunities to extend older children's recognition of letters and words through their activities and the environment are less well established.
- Children are encouraged to develop their independence at every opportunity. The childminder encourages children to tidy up after their play and use the toilet independently. The childminder starts the session with a delightful 'hello' time that develops children's awareness of others and their listening skills. She encourages the children to talk about their emotions and to express their feelings as they play. This makes a positive contribution to their well-being and security.
- The childminder uses a good range of exciting resources to captivate children's

imagination. This helps them to build lasting memories that help them to retain their knowledge. For example, children choose songs to sing by picking puppets, soft toys and other objects hidden in a bag. They love counting and singing about cheeky monkeys dancing on a bed as they manipulate the puppets. These activities contribute to many areas of their learning, such as mathematical and physical development.

- The childminder makes sure that training, such as safeguarding and first aid, for herself and her assistants, is up to date. She meets regularly with other childminders to share ideas and reflect on their practice. However, she has not fully explored professional development opportunities to further strengthen the quality of teaching to the highest levels.
- The childminder strongly develops children's understanding of a positive and healthy attitude. She provides nutritious snacks and drinks. Children engage in regular walks and many physical activities at the local park.
- Children are well prepared for the next stage of their education. They make a smooth transition to school. Children are curious and eager to learn and develop their knowledge and skills. The childminder works closely with other settings children attend to provide continuity in their care. For example, she discusses the books, stories and themes that the children are studying at nursery and reflects this in her own practice. Children share songs and stories they have learned.
- Children behave well and are polite and considerate for their age. The childminder takes many opportunities during children's play and at snack times to reinforce good manners. She nurtures children who are tired or upset to relax and settle to their play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants thoroughly understand the signs that may indicate a child is at risk. The childminder makes sure that they undertake regular training to keep their knowledge up to date. She acts on the guidance from local authority representatives and the local safeguarding website. The childminder places a very strong emphasis on keeping children safe. She strongly reassures parents that she will be very sensitive to their children's needs and concerns and will always act upon them. The childminder checks that her home is secure and involves children in considering their own safe play.

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

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

- extend the range of opportunities for older children to develop their recognition of letters and words in the environment

- sharply focus professional development on raising the quality of teaching even further.

## Setting details

<b>Unique reference number</b>	EY551507
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10133842
<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>	1 to 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She has a level 3 early years qualification. The childminder sometimes works with an assistant.

## Information about this inspection

### Inspector

Andrew Clark

### Inspection activities

- The inspector engaged with and spoke to children attending the setting.
- The childminder and the inspector looked around the areas of the house used for childminding. They discussed how the childminder organised the learning experiences for children.
- The childminder and inspector discussed the activities that the children were doing.
- The inspector considered the views of parents from written evidence.
- The childminder shared documents such as information on the suitability of adults in the household and her safeguarding policies.

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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