

Childminder report

Inspection date:

6 February 2020

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 enjoy the time they spend with the childminder and her assistants, who provide a caring and safe environment. Children are happy and secure in their care and develop close relationships with them. Children are provided with a good variety of play and learning opportunities. For example, they enthusiastically make music with lids and and paint with vehicles. Children demonstrate a positive attitude to learning and make good progress in their development. The childminder and her assistants provide children with lots of praise and reassurance, which helps to support their emotional well-being. They have high expectations for behaviour and children respond well. For example, when asked to tidy up before snack, children respond to instructions and put away resources where they belong. The childminder and her assistants take children on regular outings to the local park, the museum and on the bus and the tram, whatever the weather. This helps to promote children's physical development. They help to enhance children's communication and language skills as they talk to children continually, such as naming animals and the sounds they make. They sing familiar songs and rhymes with the children and encourage them to join in with the actions.

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

- The childminder and her assistants understand how children learn. They observe children and identify what they need to learn next. They assess children's development and incorporate their interests into planned activities. The childminder and her assistants share children's progress with parents at regular review meetings. This helps parents to extend children's learning at home.
- The childminder and her assistants interact well with the children in their care. They are affectionate and gentle in their approach. They ask open-ended questions, giving children time to answer, and encourage children to lead their own learning. Children are motivated to learn and engage in activities for long periods of time.
- Children's behaviour is good. The childminder and her assistants are positive role models. They provide children with opportunities to develop their social skills. For example, they attend a weekly playgroup where children can socialise with others.
- The childminder and her assistants encourage self-confidence and independence by providing opportunities for children to complete age-appropriate tasks for themselves. For example, children put rubbish in the bin, help to tidy up, and wash their hands and resources after painting.
- Children are encouraged to make healthy choices. For example, they choose a drink of either water or milk when they are thirsty. The childminder and her assistants support children to try new foods and to make choices from a range of healthy snacks.

- The childminder and her assistants develop strong relationships with parents to ensure they know and meet the individual needs of the children in their care. Parents comment that they are pleased with their children's progress and that the childminder takes good care of their children.
- The childminder and her assistants are committed to improving the setting continually. They regularly reflect on their practice, taking into account the views of the parents and the children. The childminder and her assistants hold daily meetings and complete regular training. They meet each week with other childminders to share ideas and resources.
- Young children are confident communicators and receive good support to learn new words as they play. For example, as children pour rice through a funnel, the assistant says, 'It sounds like rain, pitter, patter.' Children then say 'pitter, patter' as they continue to pour and fill. This helps to extend their vocabulary.
- The childminder holds regular meetings with her assistants. However, she does not always identify how her assistants can develop their practice and skills to raise their teaching skills to the highest level.
- Children's mathematical development is supported well. For example, children count the number of different paint colours and how many scoops of sand they pour as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding. They are confident about protecting children from all forms of abuse, including online dangers and extremism. They are aware of the signs that a child may be at risk of harm. They have a good understanding of local safeguarding procedures and where to report any concerns they may have about a child. The childminder and her assistants complete risk assessments and review them regularly to minimise and reduce any potential hazards.

What does the setting need to do to improve?

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

- provide more-focused support to assistants to help them to improve their practice even further.

Setting details

Unique reference number	EY373474
Local authority	Sheffield
Inspection number	10074109
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 June 2016

Information about this early years setting

The childminder registered in 2008 and lives in Sheffield. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She employs five assistants.

Information about this inspection

Inspector

Helen Sanders

Inspection activities

- The inspector held a number of discussions with the childminder and her assistants throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at a range of documentation, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The childminder and the inspector discussed a joint evaluation of an activity.
- During the inspection, the inspector spoke to and interacted with the children.
- The inspector took account of parents' views through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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