

# Childminder report

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Inspection date: 18 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a welcoming and homely environment where children show they feel safe and secure. Children are motivated to learn and eagerly explore the toys and play activities provided. Young children are becoming confident in their play. They return to the childminder for a reassuring cuddle when they are tired. Children behave well. They play cooperatively together and the childminder encourages children to say please and thank you. The childminder is a positive role model. She has high expectations for all children in her care.

The childminder supports children to lead a healthy lifestyle. Children enjoy visits to local parks and learn about road safety when walking to the shops. They especially like trying out different yoga positions, to help develop their balance and coordination skills.

The childminder helps children to be independent and supports young children to take part in daily routines. They learn to wipe their hands before eating snack and help to tidy up toys. Children's early literacy and mathematical skills are developing well. They use large crayons to draw pictures and enjoy counting cotton bobbins. The environment is organised well, overall, to enable children to make choices in their play.

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

- The childminder talks with enthusiasm about children's progress and what they need to learn next. She adapts her teaching to support children's different learning styles. For example, children are encouraged to explore and problem solve when playing. They thoroughly enjoy celebrating their success in constructing shapes and exploring magnetism. Activities are challenging and children make good progress from their starting points.
- The childminder promotes children's communication and language skills well. For example, she models sounds and single words, and clearly repeats words for young children to copy. Children enjoy repeating words and sounds they hear when singing songs and listening to stories. Children persevere well with activities and receive encouragement and praise from the childminder.
- The childminder builds good relationships with parents. When children start, the childminder gathers a range of information to develop an understanding of children's individual care needs and stage of development. This helps her to plan interesting and age-appropriate activities. The childminder keeps in regular contact with parents throughout the day and shares observations of children's activities. However, she is yet to find successful ways to help parents extend children's learning at home.
- Children benefit from lots of individual attention and build positive relationships

with the childminder. They demonstrate good levels of self-confidence and emotional well-being, and show pride in their achievements. However, the childminder does not consistently make the most of opportunities to increase children's awareness of the differences and similarities between themselves, their families and others in society.

- The childminder encourages parents to share their comments and thoughts on her service. For instance, she provides parents with questionnaires each year to gain their views. The childminder is a reflective practitioner and regularly evaluates the childminding provision. She is proactive towards making improvements to her practice and works closely with the local authority representative. This helps to enhance the service she provides.
- The childminder has made positive changes to her setting and practice. She has improved the way she observes, assesses and plans for children's learning more effectively. The childminder monitors children's progress well to help her to identify any gaps in their learning. She knows how to find the necessary support from other professionals to help all children make progress across all areas of learning.
- Children develop positive attitudes to learning and develop key skills in readiness for their future learning. Children concentrate well during activities, sit quietly and listen to stories with interest. They gain useful skills as they put on their own coats and shoes. Children show with their actions that they have good levels of understanding and communicate their needs effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has worked hard since her last inspection to improve her safeguarding knowledge. She keeps up to date with child protection legislation through training courses and research. The childminder can identify the signs and symptoms which may indicate that a child is at risk of harm. She is also aware of who to contact if she is concerned about a child in her care. The childminder has a wide range of policies to support her good practice and promote children's safety and welfare. Risk assessments are in place and updated on a regular basis.

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

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

- build on the positive relationships already in place with parents to support them to extend their child's learning at home
- maximise opportunities for children to develop their understanding of other cultures and backgrounds of people in the community and wider world.

## Setting details

<b>Unique reference number</b>	EY102626
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10133137
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	20 November 2019

## Information about this early years setting

The childminder was registered in 2001 and lives in Sheffield. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Ruth Moore

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic within the setting and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a 'learning walk' across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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