

Childminder report

Inspection date: 4 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this safe and secure setting. Changes made to arrival procedures, due to COVID-19, mean that parents drop children off at the door. The childminder knows children well. For example, she makes sure that children's favourite resources are readily available when they arrive. Children feel welcomed and immerse themselves in play.

The childminder plans and provides a broad range of activities, both indoors and outdoors. She teaches children new skills in a logical and sequential way. For example, when completing a jigsaw, she asks children to find the straight sides first and suggests turning the pieces around. She encourages children to think about how they might overcome challenges. Children begin to learn how to solve problems and how to effectively complete a jigsaw.

The childminder is warm and caring and has high expectations of children. Her approach helps to keep children engaged in meaningful activities. Children independently explore the resources available and are developing their concentration skills. For example, young children persevere as they participate in a magnetic fishing game. Children understand what is expected of them and are very kind and considerate. Children are polite and routinely use good manners.

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

- The childminder promotes children's mathematics development effectively. She encourages children to count and models mathematical language well as they play. For example, younger children proudly count using numbers beyond 10 as they build towers out of bricks.
- The childminder provides a good range of opportunities for children to meet new people and talk about similarities and differences in the world. Children benefit from visits to parks, other local amenities and visit the local library to borrow books that interest them. This helps to extend their knowledge and understanding of the diverse lives and backgrounds of people in the community and wider world.
- Children enjoy exploring cause-and-effect toys. The childminder models what to do and children copy. Young children excitedly bang on African drums following the childminder's demonstration. They delight in discovering the sounds that they make and begin to move their bodies.
- The childminder uses singing activities to help build on children's language. Children share books with the childminder and talk animatedly about what they can see in the pictures. Overall, the childminder models language very well. However, in her enthusiasm, the childminder asks lots of questions and does not consistently give children enough time to think about what she has said and

respond to her.

- The childminder knows the children she cares for well. She regularly reviews their progress and identifies any areas where they may need extra support. She puts this in place and works closely with other professionals to make sure all children achieve well. Partnerships with parents are good. The childminder encourages parents to share information about children's learning at home. She provides them with regular updates on their children's progress and the activities that they have enjoyed taking part in. Parents value the support the childminder gives in helping children to try new healthy foods.
- Children are active and have plenty of opportunities to get fresh air. They spend plenty of time in the childminder's spacious and well-thought-out garden. They develop their physical skills. For example, they participate in community bicycle challenges and enjoy learning how to ride a bicycle outside.
- The childminder fosters high levels of independence, which promotes children's confidence and self-esteem. She supports children through various routines during the day, such as toileting and feeding themselves. Children readily wash their hands as they explore the environment.
- The childminder reflects on the service she provides and attends regular webinars and training. Although she considers ways to improve her practice, she has not yet fully implemented an effective process of gathering feedback and the views of parents and children to enhance this process further.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe. The childminder confidently knows how to identify, record and report child protection concerns. She completes relevant training and understands the importance of ensuring her knowledge is up to date. For example, she effectively demonstrates her understanding of the 'Prevent' duty guidance. The environment is safe and secure. The childminder completes a daily risk assessment before children arrive. Children learn to keep safe with gentle reminders from the childminder. For example, she teaches them to stand on the step carefully to reach the sink. Regular fire drill activities are practised, ensuring children know how to respond to an emergency.

What does the setting need to do to improve?

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

- allow children more time to think and respond to questions, to further support their communication and language skills
- develop the self-evaluation process further and include the views of children and parents to continually improve the quality of the provision.

Setting details

Unique reference number	EY556940
Local authority	Sheffield
Inspection number	10190251
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Sheffield. She operates all year round from 7am to 9pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The inspector took account of the views of parents who provided written feedback.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning
- The inspector observed the interactions between the childminder and 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.

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