

Childminder report

Inspection date: 13 June 2022

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 have trusting relationships with the childminder and other adults in the setting. They are happy and settled and enjoy their time in her care. The childminder gradually settles children to ensure a smooth transition from home. The move from home has been particularly difficult for some children who were born during the COVID-19 pandemic, as they were not used to being separated from their parents. The childminder gives children and their parents time and space to ensure that children are happy.

Many of the children who attend speak English as an additional language and frequently move between their home language and English during conversations. The childminder supports this very well by speaking in both languages with them. She also uses picture cards to help children become familiar with the routine of the day and words in English. As a result, children are at ease.

Children behave well. They learn to share and take turns as they play. The childminder offers lots of praise and encouragement for children's efforts. They also receive rewards, such as balloons, to show to their parents. There is a community spirit in the setting. For example, children and parents compete to decorate the best crowns to celebrate the Queen's Jubilee.

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

- The childminder observes children well. She uses their next steps in development, along with their interests, to plan interesting activities that engage the children, including those with special educational needs and/or disabilities. All children make good progress and are well prepared for school.
- The childminder uses good methods to support children's communication and language skills effectively. Children take part in lots of singing and dancing activities, and they enjoy books and stories. However, the childminder does not always model language that prompts children to think and challenge ideas as they play. In addition, she does not often ask children open-ended questions to encourage them to think, solve problems and come up with answers. Consequently, teaching and learning are not yet at the highest level.
- Children explore the world around them in the garden and on outings. They learn how to take care of the environment while on outings in the woods. They observe what happens when they mix water and sand together in the mud kitchen. In addition, they find out how things work and happen when they press buttons and turn knobs and switches on the play board.
- Children develop their independence skills very well. They are given time to attempt to put on their own shoes before going out to play. They make choices about activities they wish to do and are given little tasks to complete. For

example, children give out spoons at lunchtime to their friends. This boosts children's self-esteem and confidence.

- The childminder ensures children get plenty of fresh air and exercise. She makes sure children understand how to lead a healthy lifestyle. For example, they grow vegetables from seeds and eat them as a snack. Children are provided with a healthy diet, which takes into consideration their dietary needs. Oral hygiene is promoted through activities and sugary drinks are restricted to protect children's teeth.
- The childminder works closely with other adults in the setting to review and evaluate their practice. They take into consideration the views of children and their parents. Children's views influence activities, resources and menus. For example, children have shown an interest in water play. Therefore, toy fishing rods and fish have recently been purchased. The childminder has used this activity to enhance children's hand-to-eye coordination.
- The childminder keeps up to date with training to refresh her skills and knowledge, which in turn benefits the children's care and learning. Recent training has included the attachment theory and safer sleeping in children.
- The childminder works very closely with most agencies involved in children's care and learning, such as speech and language therapists, social care and special educational needs coordinators. However, partnerships with other early years settings that children attend are not yet robust. The childminder does not share information about children's next steps in development to ensure that continuity in learning is fully secure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. Risk assessments of the home are completed regularly to minimise any risks to children. First-aid training is completed. As a result, children are protected.

What does the setting need to do to improve?

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

- strengthen teaching skills and look at ways of modelling language and using open-ended questions to encourage children to think and respond in their own words
- build on partnerships with other settings involved in children's education to ensure continuity in children's learning and development.

Setting details

Unique reference number	EY553368
Local authority	Sheffield
Inspection number	10174412
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	1 to 4
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She is situated in Sheffield, South Yorkshire. She works with her co-childminder and her co-childminder's assistant. She opens Monday to Friday all year round except for family and bank holidays. The childminder has qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helene Terry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took the written views of parents into account.

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 2022