

# Childminder report

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Inspection date: 16 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children have a wonderful time exploring the interesting resources. They develop excellent imaginations according to their stage of development. They offer cups of tea to each other as they play with the sand, small pots and containers. They often say 'please' and 'thank you' with the minimum amount of prompting from adults. There are often prolonged periods of calm purposeful play. Children learn to share and take turns. The childminder expertly supports children who struggle with this. Her astute observations give her a clear insight into their emotions. She helps children to develop their own style of self-control from a young age.

Children make consistently rapid progress in all areas of learning. This is because of the childminder's detailed knowledge of their individual learning needs and how children learn. Children quickly learn and practise new vocabulary, such as 'dragonfly' and 'millipede'. They use their developing language skills to make comparisons, for example when they notice that a pea pod is shaped like a banana. The childminder acknowledges the difficulties faced by children and their families during the COVID-19 pandemic. She kept in touch with families to make sure they were safe while they were not attending.

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

- The childminder plans a rich and diverse curriculum, which is consistently implemented. Children thrive because of the childminder's expert understanding of their unique dispositions and learning styles. This means that whatever children have chosen to do, the childminder expertly weaves the planned learning into their chosen play. For example, when a planned pea planting activity does not go ahead, the intended learning is delivered in other ways.
- Children learn where their food comes from. They learn that the sweetcorn will grow tall, and they must wait for the strawberries to turn red. They know that peas grow in pods. Children learn that plants need sunshine and water. Even the youngest children enjoy rubbing the mint and sage leaves between their fingers to smell them.
- Children operate freely in a meticulously planned learning environment, where nothing is left to chance. They become confident and creative explorers. They concentrate for long periods as they pour sand and sort shells, dress the doll or read a book.
- Children love books and stories. They often help themselves from the basket invitingly presented at floor level. Sometimes they enjoy the sensory aspect of turning the pages and lifting the flaps. The childminder engages children very well when reading a story, or when talking about insects in the pictures.
- Due to the expert support, children's language is becoming exceptional. The childminder skilfully picks out and repeats key words when toddlers get their

words muddled in long sentences. She also models attentive listening skills. She pays genuine attention to children when they talk to her, and she draws their attention to sounds around them. Children learn to describe the sound of the pea pod popping open. They learn to be attentive communicators. The childminder has valuable experience of enlisting specialist support services if extra support is needed.

- Children are encouraged to count at every opportunity. They count the peas as they eat them from the pod at snack time. Children know a lot of number rhymes. They uncurl their fingers one by one as they sing 'Five Fat Peas in a Pea Pod Pressed'. Children are fascinated to find a small basket of sparkly numbers. They are beginning to recognise numbers familiar to them.
- Children learn to enjoy a healthy lifestyle. They love being active outside in the fresh air. They enjoy the fresh fruit and rice snacks. Children learn to pour their own water and are reminded to drink regularly. The childminder strikes an impressive balance between making sure hygiene procedures are followed without hindering children's learning. For example, when possible, she waits for a natural pause in children's play and learning before changing their nappies.
- The meticulous planning is echoed in the childminder's plans for her own development. She identifies training that has the potential for life-long impact on children's learning and happiness. She hopes that her training on sustainability will help children to care for their planet now and support their future well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gets to know the children and their families very well. This means that she is acutely aware when children or their families may need extra support. The childminder has good working knowledge of the role of the local authority and the types of support it offers. This could be if a child needs additional support for their development. She also knows when a more urgent referral is needed to secure children's safety and well-being. The childminder understands the signs that a child might be at risk of harm. Children learn the necessary skills to keep themselves safe as they play. They jump and balance with increasing skill and coordination.

## Setting details

<b>Unique reference number</b>	EY397477
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10117478
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	23 July 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a degree-level qualification. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Edmond

### 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 that into account in their evaluation of the provider.
- The inspector saw all areas of the premises that are used for childminding and observed children taking part in a range of activities indoors and outdoors.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision, including training certificates, suitability checks and information about the children.
- The inspector read parents' written testimonials and took their views 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.

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