

Childminder report

Inspection date:

13 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from a highly ambitious curriculum that incorporates the seven areas of learning. They thrive in this extremely inviting and stimulating environment that provides a wide range of resources, including natural items. Children's development and next steps in learning are tailored to their individual needs, capabilities and learning styles. Their communication and language skills are extremely well supported with the use of rich language from the childminder. Children's personal, social and emotional development is also very well supported, with children's mental and emotional well-being a primary focus of the childminder. Children behave remarkably well and form strong friendships with one another that demonstrate caring and considerate care practices. For example, one child gently wipes a younger child's face with a cloth after lunch to help them become clean.

Children show eagerness and enthusiasm about their learning. They are very keen to participate in all activities that are available. Children are encouraged to become independent and to assess their own risks as they approach tasks and learning opportunities. The childminder encourages children to participate and engage in excellent health and self-care practices, such as regular handwashing, use of personal face cloths and hand towels. Children have an exceptional understanding of healthy food and eating. They understand their own bodies and how individual features can be different and the same. For example, children draw around their own feet and discuss and compare their shape and sizes. Children also use these templates to help them put their shoes on the correct feet.

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

- The childminder provides a constant wealth of activities throughout the course of the day that challenge children's thinking and problem-solving skills. As children discuss their activities and consider what they have discovered, the childminder uses rich language to support their understanding, with words such as 'correct', 'footprints', 'template' and 'outline'.
- Children are encouraged to, not only care for themselves with highly effective personal hygiene practices, but also to care for others who may need help and support. Children are supported by the childminder to consider what they have learned during their activities as well as achieving an outcome. This supports children's understanding of the activity process and the result.
- The childminder is extremely committed to supporting children's emotional health and well-being and works hard to create positive relationships with parents to support this further. These positive relationships provide a strong sense of partnership working that help children thrive and flourish.
- Children's overall development and progress is highly considered by the childminder, who then plans excellent learning experiences to support children's

next steps. For example, children are encouraged to put their own shoes on using their outlined feet template and then fasten their shoes. Children also have the opportunity to paint their own feet, walk on paper and then compare them to their template as well as others' foot size.

- Children are fully encouraged to make choices, selections and decisions for themselves and to take some responsibility for tasks. For example, children are asked to help set the table for lunch, pour their own drinks and help to tidy up after activities. The children also choose from a selection of books for the childminder to read to them. The children are fully engaged in the story, with the childminder taking time to read and explain things to them to enhance their understanding.
- Children are given freedom to explore learning opportunities by trial and error, and as such, they gain confidence in assessing their own risks and consider their own capabilities.
- The childminder continues to support her own knowledge and development by accessing an extensive range of training that enhances her practice substantially. This training also enables the childminder to further consider child development and behaviour that allows her to better understand and support the children she works with.
- The childminder takes the children on outings and walks, including woodland and forest walks and trips to the Peak District. The childminder uses opportunities when out and about to embed learning. For example, when discovering a bridge during a woodland walk, the children engage in role play to act out, 'The Three Billy Goats Gruff', as this has been a story read in the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a superb knowledge of safeguarding practices and child protection matters. She understands the importance of keeping children safe from harm and is aware of the procedure to follow in the event she has concerns. Her safeguarding systems are effective in enabling her to monitor children and identify issues early. Her continual professional development expands on her vast existing knowledge and awareness of current issues that affect children and young people.

Setting details

Unique reference number	EY336609
Local authority	Sheffield
Inspection number	10117405
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	0 to 11
Total number of places	6
Number of children on roll	23
Date of previous inspection	12 November 2014

Information about this early years setting

The childminder registered in 2006 and is located in Sheffield. The childminder operates from 7.30am to 5.30pm, Tuesday to Thursday, and 7.30am to 5pm on Friday. She holds qualified teacher status and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- This was the first routine inspection the childminder 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 observed children during indoor and outdoor activities and over the lunchtime period.
- The childminder took the inspector on a learning walk of the setting and talked to the inspector about her curriculum and what she wanted the children to learn.
- The inspector took account of views and opinions submitted by several parents.
- The inspector discussed how the childminder organises and manages her setting and she supports children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children during the inspection.

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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