

# Childminder report

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Inspection date:

16 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### **The provision is good**

Children are safe and happy in this welcoming, inviting and homely setting. They have access to a wide range of activities and experiences. Children confidently choose what they would like to do as they develop their independence. Children have secure attachments with the childminder, who has a kind and nurturing personality. Children seek the childminder out to join in with their play, and enjoy snuggling close by as they listen to stories. Children select their favourite books for the childminder to read. They eagerly listen as the childminder animatedly reads the story and uses puppets to bring the story to life. Children are engaged and show positive attitudes towards their learning. They spend a long time at activities of their own choosing. Children show high levels of determination as they use scoops to pick up rice, moving it from one container to another. They show pride in their accomplishments, as they complete what they set out to do.

Children are well behaved. They listen carefully to the childminder and know what is expected of them. They enjoy the responsibility of carrying out small tasks, such as helping to tidy away after snack. Children are kind and considerate. They gently stroke the childminder's cat as they learn about caring for living things.

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

- The childminder knows the children she cares for well and confidently describes what children already know, understand and can do. She regularly assesses children's learning and plans activities to help them to make progress across all areas of learning.
- The educational programme is well planned and in the correct order for children's learning. The childminder has a clear learning intent for the activities and experiences that she provides for children. As a result, children have many opportunities to make good progress.
- Children's communication, language and literacy skills are supported well by the childminder. As children complete an alphabet insert puzzle and find a letter, the childminder makes the initial sounds and names the picture they are looking for. For example, she says, 'u' for 'umbrella'.
- The childminder is positive as she interacts with children. She plays alongside them and celebrates their achievements. For example, when playing a game, children match coloured items and begin to count objects. This is celebrated with lots of praise from the childminder.
- The childminder understands the benefits of working closely with parents and additional settings that children attend. She regularly shares children's achievements with all those involved in their care and education. This helps to promote continuity of children's care and learning.
- Parents speak very highly about the childminder and the care that she provides.

They praise the childminder's excellent communication and comment that she keeps them up to date with their child's progress. They feel included in decisions she makes regarding their children.

- The childminder is a good role model. She allows children to direct their own play and supports their learning through commenting and questioning. However, in her enthusiasm, the childminder does not always allow sufficient time for children to solve problems themselves, to support their thinking skills further.
- The childminder encourages children to develop their independence by supporting them to complete age-appropriate tasks. For example, children wash and dry their hands before eating. They help to dress themselves and put their shoes on before going outside.
- Children have good opportunities to be physically active and learn about the wider community. They enjoy walks around the local area and help plant and grow their own vegetables at the childminder's allotment.
- The childminder reflects on her setting and the opportunities that she provides for children. She regularly asks for feedback from parents and children and makes improvements as necessary. For example, following suggestions by older children, the childminder introduced going to the local park after school.
- The childminder keeps her knowledge and skills current through completing regular training. She brings what she has learned back into the setting. This helps her to enhance the experiences that she provides for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify signs and symptoms of abuse, including concerns such as female genital mutilation and radicalisation. She is aware of her role and responsibility to safeguard children. The childminder knows who to contact should she have any concerns regarding children's safety or welfare. The environment is safe and secure as the childminder completes regular checks of her home and garden. Children learn to keep safe with gentle reminders from the childminder to wash their hands and to use a tissue to wipe their nose.

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

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

- enhance opportunities for children to solve problems and allow enough time for them to think and respond to the questions they are asked.

## Setting details

<b>Unique reference number</b>	EY455215
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10075309
<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>	13
<b>Date of previous inspection</b>	22 July 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Sheffield. She operates term time only, from 7.30am to 5.30pm on Tuesday to Friday. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Cotton

### 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions about the setting.

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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