

Childminder report

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's home is warm and welcoming. Children happily play with a range of resources. They are confident and comfortable with the childminder. The childminder is enthusiastic and energetic. For instance, she performs physical actions to nursery rhymes. Children laugh and join in. They improve their physical skills with each repeated phrase of the song and jump up and down.

Children enjoy exploring nursery rhymes. When they learn the song 'Five Little Speckled Frogs', they use vocabulary such as 'green lily pad'. Children explore resources which are linked to the rhyme. They lift the logs and excitedly shout when they find a frog. After story time, children choose musical instruments. They happily bang and shake the instruments and jump like frogs. The childminder says 'pitter patter' as it rains on the roof and talks to children about the weather. Children look outside at the wind blowing the trees and happily engage in learning about the weather.

Children enjoy a variety of outdoor trips. For instance, they lay wreaths which they have made for Remembrance Day. Children look through books that remind them of their visit to go pumpkin picking in the mud. They connect with the local community. For example, they make decorations for the local parish's Christmas tree. The childminder sequences the learning for the age of the children in her care. She builds on children's skills so that they are ready for school.

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

- Lots of singing and nursery rhymes fill the childminder's home. Children enjoy learning a nursery rhyme of the week. The childminder weaves this into the resources and activities which she provides. Children develop their physical skills, such as when they jump like frogs. Their mathematical skills are enhanced as they count the frogs into cups.
- The childminder knows the children well. She knows what their interests are and what progress they have made. The childminder knows what she is working on next for each child and how she will achieve this. She adapts activities to suit children and knows how to engage them well.
- Children develop their language skills. They learn to be aware of environmental sounds. For instance, children listen to the rain on the roof and the wind through the leaves of the trees. The childminder encourages lots of back-and-forth conversations with children. She extends children's understanding through play, such as when exploring how much rice will fit in the 'small' and the 'big' scoops.
- Children develop their independence skills. They enjoy the responsibility of handing the cups and plates out at lunch. Children know when to wash their hands and clean the table by themselves. They tell the childminder that they do

this because of the germs, showing a good understanding of hygiene.

- The childminder makes healthy snacks available for children, who make their own choices of how much fruit they would like. However, the childminder does not embed this further in practice to help children to understand about making healthy food choices at lunchtime.
- The childminder has very good relationships with parents. Parents are highly complimentary of the childminder and the service which she provides. They feel fully involved in their child's development, such as through photos and information shared on a daily basis. This helps children's learning to continue at home. Parents comment that their children love attending and thrive in the childminder's care. They say that the childminder 'radiates a loving, positive and patient energy in everything she does'.
- Children take part in a variety of experiences to learn about the world around them. This helps to build children's confidence and understanding of the world. Children enjoy trips to the park, community garden and forest. They practise their physical skills and experience nature, such as seasonal changes.
- The childminder has good links with local schools, sharing information about children's development when they transition. She also links with nurseries which the children also attend. This enables information about children's development to be shared, ensuring consistency across the settings. The childminder connects with other childminders for support and to share practice.
- The childminder is eager to learn more skills. She searches for training that would support the children in her care. However, she has not focused further professional development opportunities to raise the quality of practice to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about how to keep children safe in her care. She ensures that her home and garden are secure for children playing. The childminder has a good knowledge about what to do if there is a safeguarding concern at her setting. She knows who she would speak to and what action to take. The childminder keeps up to date with her mandatory training for safeguarding. She knows the procedure to follow if there is an allegation made against her. The childminder shares information about how to keep children safe online with parents.

What does the setting need to do to improve?

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

- help children to make and understand about healthy food choices
- focus professional development to enhance practice to a higher level.

Setting details

Unique reference number	EY447562
Local authority	Sheffield
Inspection number	10229612
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 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Chapeltown, Sheffield. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector discussed how the curriculum had been implemented with the childminder, observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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