

Childminder report

Inspection date: 2 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are fully at home and engaged in the childminder's warm and inspiring care. Children build very strong and trusting relationships with the childminder and each other. Children learn to become confident. They are very good communicators and eager to solve problems. For example, two-year-old children show imagination and persistence as they build the right-size homes for their toy hedgehogs from a range of materials. They explain to each other how they need to make it 'longer', 'shorter' or 'wider'. Children make excellent progress in all areas of their development and are well prepared for their future learning.

Children feel safe and secure. They learn to play in safety and to manage their own risks. For example, children learn to use stairs safely as they form a pretend steam train together. They position themselves carefully on the steps, blow the whistle and move down confidently. Children are very well behaved and learn to be considerate towards each other. For example, they patiently take turns and listen to others as they change their books to take home from the childminder's well-resourced 'library'.

Parents are highly appreciative of the childminder's high expectations for all their children's needs. They particularly welcome the many opportunities that their children have to learn about the world around them. For example, children enjoy frequent and exciting visits to theatres, museums, botanical gardens, farms and parks.

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

- The childminder is highly ambitious to provide the best for children in her care. She consistently reviews her provision, seeking the views of children and their parents. The childminder takes many opportunities to extend her knowledge through well-targeted training and discussions with other professionals, such as childminders, school staff and local authority advisers.
- Children benefit from the childminder's thorough planning for their learning and development. She has clear and very precise goals for all children to work towards. These are supported through carefully considered steps for every stage of children's development. For instance, children work towards 'performing for others' through choosing songs and rhymes together, leading to performing for the residents of a care home that they regularly visit.
- Children make excellent progress in their communication skills. The childminder has a deep understanding of how children's speech develops. She responds promptly to address any gaps or delays in children's language skills. The childminder provides exciting opportunities for children to hear and use a rich vocabulary. For example, two-year-old children talk about the 'chrysanthemums'.

and 'gerbera' that they have chosen and bought on their shop visit to be used in a flower-pressing activity.

- The childminder strongly promotes children's love of books. Children learn a very wide range of songs and rhymes, building their listening and recall skills. They engage in inspiring role play to deepen their understanding of the plots and characters in the well-chosen children's literature. For example, children act out the story of 'The Tiger Who Came to Tea' with costumes and props. They discuss the fictional family's emotions and thoughts as the story progresses.
- The childminder encourages children to be sensitive to and aware of the world around them. She uses books and other resources to help children to learn to appreciate different lives and cultures. For instance, a theatre visit to the story of 'The Smeds and Smoos' encouraged children to think about relationships and differences. Children enjoy planned visits, such as those to a local residential home and Chinese restaurants, and have regular discussions with the childminder. This helps to build on their awareness of the modern world.
- The childminder supports high standards of children's behaviour and personal development. She is an excellent role model and children learn to be very polite and attentive to others. The childminder encourages very good hygiene and health awareness. For example, she makes very good use of songs, rhymes and pictures to help children to wash their hands and clean their teeth thoroughly.
- Children's physical development is strongly supported. They build their small-muscle control as, for example, they explore treasure boxes, use construction toys and collect natural objects on their woodland walks. These skills help to prepare children for later writing development. Children learn to control and manage their body through regular walking, climbing and dancing activities. They enhance their balance during activities. For example, they 'walk the plank' during their pirate role play.
- Parents highly recommend the childminder's service. They comment that they sometimes travel a significant distance to ensure that their children continue to be cared for by her. Parents appreciate the thorough and detailed communication on their children's progress and support for their learning at home, including throughout the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very thorough knowledge and understanding of how to keep children safe. She knows how to identify any potential signs that a child is at risk of abuse or neglect. The childminder understands how to record any concerns and who to report them to. She makes excellent use of a range of training opportunities and guidance from the local authority to ensure that her knowledge is fully up to date. She is vigilant during children's play and teaches them to play safely. Parents comment very positively on their children's awareness of road safety.

Setting details

Unique reference number	EY487339
Local authority	Sheffield
Inspection number	10276604
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	2 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Ecclesall, Sheffield. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She sometimes works with a co-childminder. The childminder provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

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 showed the inspector around the premises she uses for childminding and explained her intentions for children's learning.
- The inspector observed children during activities to assess the impact on their learning and development.
- The childminder showed the inspector documents relevant to her practice.
- The inspector spoke to some parents and read written feedback to gain their views about the childminder.

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 2023