

Childminder report

Inspection date: 24 March 2023

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

Children form secure attachments with the kind and nurturing childminder. They are happy and settled in her care. Children are delighted when the childminder joins in with their play and are comforted by her reassuring praise and guidance. The childminder has high expectations for children and supports their development well, overall. Children are well prepared for their further learning. They enjoy the wide range of activities and resources which the childminder plans for them. Children develop their imaginations and awareness of the world. For example, the childminder joins them in their role play about families and superheroes. Children develop their knowledge and language of colour and shape as they play matching games. They create imaginative paintings and drawings based on favourite books, such as 'Elmer the Elephant'.

Children behave well and learn to treat others with kindness and respect. They listen to the childminder and she helps them to make decisions about their play and learning. Children develop their social skills, for example when they meet other children in toddler groups or on the regular visits to parks, farms and other places of interest. Parents strongly appreciate the care, support and guidance which they receive from the highly experienced childminder.

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

- The childminder plans carefully to help children to make progress. She makes good use of information from parents to offer experiences that interest children and build on their skills and knowledge. However, occasionally, the childminder does not fully challenge children to enrich their language skills and use new words they hear. For example, she sometimes answers her own questions before children have time to think and respond.
- The childminder encourages children's love of books. She introduces them to storytelling through songs and nursery rhymes. The childminder tells stories in a bright and engaging way. She brings books to life, for instance when she leads children in a bear hunt around the house and garden. The childminder carefully chooses books which are fun, engaging and informative.
- Children develop their personal skills well, overall. They learn to put on their own coats and shoes as they prepare to play outside and choose the resources they need for their sand and water play. However, the childminder does not consistently support children to persist with tasks they have started, such as playing games or tidying away, to fully develop their resilience.
- The childminder is a warm and positive role model. She encourages children to use good manners and to behave well. Parents comment on how their children learn to say 'please' and 'thank you' and to share with others. The childminder supports children to understand and manage their own behaviour.

- Children develop their early mathematical skills well. They regularly sing songs that help them to count forwards and backwards. Children learn to sort objects by size and colour. The childminder helps children to develop their understanding of quantity and shape as they mould their play dough or create sandcastles.
- The childminder helps children to develop their physical skills well. They build their hand control through squeezing, rolling and shaping their play dough, threading beads and using pens and pencils of different thicknesses. These skills help to prepare children for later writing tasks. Children walk, climb and swing on their regular park visits or in the childminder's well-equipped garden.
- The childminder is dedicated to her work and is ambitious to provide high-quality childcare. She makes good use of training, for instance on developing planning and support for children's health and well-being, to develop her provision. She works with other childcare providers, for example through the toddler group which children attend, to further enrich her practice.
- Parents strongly recommend the childminder. They particularly appreciate how happy and engaged their children are in her care. Parents welcome the very regular information the childminder shares with them on their children's daily activities and ongoing progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe. She makes use of a range of ambitious training opportunities and guidance from the local authority to ensure that her knowledge is thorough and up to date. The childminder knows how to identify any potential signs that a child is at risk of abuse or neglect. She understands how to record any concerns and who to report them to. The childminder knows what action to take if an allegation is made against her. She ensures that children play safely in her home or on their many regular visits. The childminder makes sure that her premises are safe for children to play in and helps them to manage their own safety.

What does the setting need to do to improve?

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

- focus sharply on ensuring that all opportunities are taken to fully enrich children's language skills
- strengthen strategies to help children persist with tasks and build their resilience.

Setting details

Unique reference number	300085
Local authority	Sheffield
Inspection number	10280573
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 August 2017

Information about this early years setting

The childminder registered in 1994 and lives in Sheffield. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. 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 areas of her home used for childminding and explained her intentions for children's learning.
- The inspector read written feedback from parents to gain their views about the childminder.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector spoke to the childminder and children at appropriate times 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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