

Childminder report

Inspection date:

25 September 2023

Overall effectiveness	Good
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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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder greets each family at the gate to share information. Children arrive happy and ready to play. The childminder arranges the setting so that children can choose what to play with when they arrive. The childminder's assistant sits among children on the floor. The interactions between the assistant and the children are playful and affectionate. This helps children to feel safe and settle easily. Children are engaged and interested as they interact with the childminder and her assistant.

Children make good progress in their communication and language. They choose books, and the childminder reads with enthusiasm and joy. This helps children to be captured by the story. The childminder uses facial expressions and actions as she reads the story of 'We're Going on a Bear Hunt'. Children gleefully join in. The childminder pretends to shiver and put on her coat, and children copy as they develop a love of books and reading. Children return to the book during free play and repeat the playful actions that the childminder taught them earlier. Children pull faces of shock and surprise and act out the story as they turn the pages.

The childminder is tuned into each child's language and understands what they are telling her. She speaks clearly, asks questions, interprets and repeats back correct pronunciation to promote children's language and oracy. The childminder is involved at all times.

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

- The childminder develops a curriculum that focuses on the world around children. For instance, the childminder and the children lie on their backs outside and explore what they can see. Children point out a bee, a spider and clouds. Children are involved and eager to learn about the world. The childminder knows individual children and what she wants them to learn next. They explore, discuss and share ideas together as they learn.
- Children pour pretend cups of tea from the teapot and invite the childminder into their play by offering her 'tea'. The childminder asks questions, such as, 'Is it hot?', to extend children's language so that they can build on what they already know.
- Children are friendly and have good manners. They say 'hello' and 'goodbye' to parents and visitors. However, sometimes, when the childminder is working alone, children interrupt each other's play and need even more support as they learn about their behaviour and how to develop self-regulation.
- The childminder ask questions so that children feel valued and practise using language. Children respond in sentences, for example, saying, 'I have had a drink and some apple.'
- The childminder and her assistant promote healthy lifestyles. They model being

physically active and eating healthy food. The childminder recognises when children are tired and encourages them to sleep when they need to. She closely monitors sleeping children.

- The childminder gives children praise and affection frequently. However, on some occasions, she gives generic praise, which means that children are uncertain of what is expected of them.
- The childminder has a good relationship with the local school and other professionals. She shares information and completes transition documents and the required progress check when children are aged between two and three years old.
- The childminder has a settling-in process for children. She gathers information from parents during visits and from questionnaires. The childminder shares information with parents in daily conversations and through an app. In addition, she sends a monthly newsletter to parents.
- Parents say they are pleased with the childminder and her assistant. They are delighted with the detailed information and daily photos that they receive. Parents say that their children have an attachment to the childminder and her assistant, and they adore her and start each day with a cuddle.
- The childminder shares ideas, information and advice with parents that includes local activities, such as pre-school and the library. Parents say they appreciate the childminder's advice and that she is always there to talk to.
- Children have fruit for their snack. They bring a packed lunch and eat together at the table. Children enjoy their lunch and talk about their families and who has packed their lunch. They have constant access to water and frequently take drinks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can recognise the possible indicators and types of abuse. They have undertaken safeguarding training, and the childminder receives regular updates about local safeguarding procedures. The childminder knows where to get more help and how to make a referral. She has a policy in place and has the relevant contact numbers and information. The childminder keeps attendance registers accurately and records and shares accidents and existing injuries that are recorded with parents. She makes sure that gates and doors are secured to further protect children.

What does the setting need to do to improve?

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

- support children fully throughout the day to extend their self-regulation skills further when interacting with their peers

- support children further to learn what is expected of them.

Setting details

Unique reference number	EY388963
Local authority	Sheffield
Inspection number	10305155
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 February 2018

Information about this early years setting

The childminder registered in 2009 and lives in Deepcar, South Yorkshire. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. She has an early years qualification at level 3. The childminder works with her husband as an assistant and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Caroline Brooks

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 childminder showed the inspector around the areas used for childminding and explained how the early years setting is organised.
- The inspector held a number of discussions with the childminder and her assistant.
- The inspector looked at relevant documentation, including evidence of the suitability of the childminder and her assistant.
- The inspector observed play and interactions between the children, the childminder and the assistant.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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