

# Childminder report

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Inspection date: 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy in the care of the warm and welcoming childminder and her assistants. The childminder and her assistants offer plenty of cuddles and comfort to children as they play and explore in the homely setting. This supports children to feel safe and comfortable. The childminder promotes daily routines with children. For example, children learn that naptime happens after lunch. They happily settle and go to sleep in their cots. The childminder helps children to understand that they should wash their hands before snack time. This supports children to understand what is expected of them and promotes their positive behaviour.

The childminder provides fun opportunities for children to play together. This helps them to build relationships with each other. For example, children delight in working together to bounce balls from the parachute as they wiggle it up and down. The childminder and her assistants support children to play imaginatively together. For example, they talk about what children are doing and take part in pretend play to support their learning. Children then begin to play make-believe by themselves. For example, they pretend to feed dolls and make imaginary ice creams. This helps children to begin to think creatively and explore their own ideas.

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

- The childminder and her assistants support children's early communication skills well. They speak with enthusiasm and expression and promote simple conversations. The childminder's assistants say simple words clearly to children. The childminder offers choices to children to encourage them to say new words. This helps children to understand and begin to use new vocabulary.
- Parents and carers say that their children enjoy their time with the childminder. They praise her for making time to speak with them about their children's learning. Parents report that the childminder offers advice on how they can support their children's learning at home. The childminder seeks feedback from parents about the service that she provides. This helps to ensure continuity for children's care at home and in the childminder's setting.
- The childminder invites children to take part in focused group activities. Her aim is to promote children's listening and concentration skills. However, the childminder provides children with resources that can sometimes distract them from their learning. This does not support children to fully benefit from the learning opportunities available to them.
- The childminder encourages children to develop their independence from an early age. For example, children learn how to use a fork to feed themselves pasta. The childminder supports children to help care for and feed her pet guinea pig. She encourages children to find or put away their own personal items. This builds children's confidence and sense of responsibility.

- The childminder plans a curriculum to meet the learning needs of the children in her care. However, the childminder does not organise the learning environment to fully support children to make choices about their independent play and maintain focus on their learning. For example, she stores resources in large boxes that children cannot easily access. There are lots of toys out at once and sometimes children quickly move from one toy to another.
- The childminder monitors the progress of the children in her care. She then decides on children's next steps in their development. The childminder thinks about the ways in which she can support children to achieve them. However, she does not share these next steps with other settings that children attend. This does not promote working in partnership to further build on children's development.
- The childminder ensures that she and her assistants carry out essential training. This includes completing their paediatric first-aid qualifications. The childminder carries out regular supervision sessions with her assistants. This helps them to understand and be able to carry out their roles and responsibilities effectively. The childminder's assistants report good levels of well-being and say that the childminder supports them well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their safeguarding responsibilities. They carry out regular safeguarding refresher training. This helps them to ensure that they are alert to any changes or signs that might indicate a concern about a child's welfare. The childminder has clear procedures to follow in the event of a safeguarding issue. Her assistants understand that they can report safeguarding concerns themselves if necessary. The childminder maintains the safety of the premises. For example, she makes sure that external doors remain locked. This prevents unauthorised persons from entering and keeps children safe in her home.

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

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

- reduce distractions during focused activities to support children to remain on task and support their listening and attention skills
- review the organisation of the learning environment to further help children to make choices about their play and maintain focus on their learning
- establish links with other settings that children attend to build on their learning.

## Setting details

<b>Unique reference number</b>	EY537146
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10313491
<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>	0 to 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	3 December 2018

## Information about this early years setting

The childminder registered in 2016 and lives in the Woodhouse area of Sheffield, South Yorkshire. She operates during term time, from 7.30am to 5.30pm on Monday, Wednesday and Thursday and from 7.30am to 3pm on Tuesday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Samantha Lambert

## 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 the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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