

Childminder report

Inspection date: 14 November 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

The childminder provides resources and activities which are engaging and encourage children's curiosity and enjoyment. Babies are very well cared for. Care routines are tailored to their needs and support the routines of parents at home. This helps babies to feel safe and secure. Children share books with the inspector that have pictures of their families on. They show pride as they show pictures of their siblings, parents and pets. This helps children to have a sense of belonging and know what makes them unique.

The childminder provides opportunities for children to be independent. She encourages them to peel their own bananas and to cut them in to pieces. She encourages children to have a go at fastening up their own coats. Children learn how to manage conflict and to be kind to others. The childminder encourages them to think and remember what is expected of them. They remember that they need to tidy up, share and use 'kind hands'. This is helping children to learn right from wrong and be prepared for the wider world.

Children develop a love of stories and books. The childminder reads stories in a way that engages children and keeps them interested. Children choose their favourite book and fill in the the gaps in the book when the childminder pauses. The childminder asks questions to help children to think and test out their existing knowledge of the book. She introduces new language such as 'dragonfly' and butterfly' to increase children's vocabulary.

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

- The childminder understands how young children learn and the skills they need by the time they go to school. She uses what she gathers through assessment and discussions with parents to plan learning. This ensures that learning is focused on what she wants children to learn next. She plans learning that meets each child's individual needs. She knows the children very well. This helps to ensure that any gaps in learning are quickly identified to help children to make good progress.
- The childminder provides many opportunities for children to develop their physical skills. They make large circles with chalks outdoors. They run and jump off platforms. They work together to balance on the see-saw. They manipulate dough with their fingers and use a range of tools. Children make good progress in their physical development.
- The childminder supports children to develop their communication and language skills. She comments on what children are doing as they play and introduces new words. However, occasionally, she does not repeat words back to children to help them to practise and hear the correct formation of words.

- The childminder encourages children from different age groups to play together. She plans learning that enables all children to participate. She skilfully adapts her teaching skills to meet the age and stage of each child. For example, she uses shorter sentences and labels objects for younger children. For older children, she gives more in-depth explanations to help them increase their knowledge of subjects, such as the weather and keeping themselves healthy.
- The childminder asks the children questions to encourage them to think. She provides resources such as books and pictures linked to topics they are learning. For example, children compare bugs that they find to pictures in books. This is helping children to develop their thinking skills and to test out their knowledge. They find their own answers to the questions they are asked.
- Parents say that communication is very good and enables them to understand how their children learn. They are well informed about the new skills and knowledge that their children have learned. They say the childminder supports their children to develop their communication and language skills. They speak fondly of the personalised family albums that have been developed.
- The childminder evaluates her practice regularly. She conducts questionnaires for parents to gather feedback about her practice. She uses this information to consider how she can improve her service. For example, she has considered how she can provide more opportunities for children to experience the community around them. She undertakes professional development such as safeguarding training to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She can identify the signs of abuse and harm and the action she would take to ensure this is reported accordingly. She is clear about the action she must take in the event of an allegation against herself or another household member. She has knowledge of local safeguarding procedures to ensure that her own procedures are in line with these. She conducts thorough risk assessments to ensure the premises are safe and suitable. In particular, she considers the security of the premises to ensure that anyone who is not suitable is not able to gain access to children.

What does the setting need to do to improve?

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

- provide more opportunities for children to practise and hear the correct formation of words

Setting details

Unique reference number	EY493281
Local authority	Sheffield
Inspection number	10289502
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	0 to 4
Total number of places	12
Number of children on roll	4
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Sheffield. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She employs assistants who work alongside her. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Aimee Hill

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 the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from several parents during the inspection and took account of their views.

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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