

Childminder report

Inspection date: 27 February 2024

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

Young children cheerfully enter the childminder's home. They quickly settle to explore a variety of carefully chosen resources. Their smiles and giggles show their enjoyment of learning through play. The childminder sits alongside children as she provides an ongoing commentary, introducing new words. She makes suggestions to extend their play further. For example, she demonstrates how to print patterns onto dough. Children investigate how they can use tools to make other marks. They show a very positive attitude to their learning.

The childminder encourages children to explore and value the natural environment around them. For instance, during their frequent walks in nearby woodland, they listen to birdsong. They find out how to identify particular birds, such as blackbirds. The childminder enables older children to research topics that they are interested in. She ensures they use the internet safely to answer their questions. This helps pre-school children to understand about using written words meaningfully.

The childminder takes advantage of every opportunity to build on children's learning. For instance, she weaves mathematical language into everyday routines. Children count bricks and name the shapes, colours and positions of toys. The childminder shows toddlers how to blow bubbles for themselves for the first time. She explains how to carry out tasks, such as unzipping a bag. Children delight in their achievements which helps to add to their confidence and self-esteem. The childminder sets clear boundaries. She gives gentle reminders to help children meet her high expectations. Children behave well.

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

- The childminder's skilful interactions with children are consistently positive. She engages children in a wide range of fun activities. All children make good progress. Children form strong bonds with the childminder and each other. The childminder knows children's needs and interests very well and uses this information to plan her appropriately structured curriculum. Children are learning the basic skills that they will need for future learning.
- Parents value the caring childminder's experience and the routine she provides which helps children to feel secure and happy. They work closely in partnership with the childminder to continue learning at home. Parents comment that their children have many exciting experiences with the childminder.
- Children's behaviour is very good in relation to their ages. Toddlers learn to share and take turns as they pass around a new toy. The childminder is an excellent role model who is calm, patient and supportive. Children are kind and respectful towards others and say 'please' and 'thank you'.

- The childminder prioritises children's good language development. She uses questioning effectively to encourage children to think and respond. She shares books with children as they cuddle up together on the sofa. Children join in with refrains and spontaneously burst into song. They develop good early literacy skills.
- Children benefit from fresh air and exercise every day. One example of this is when they practise climbing and balancing on equipment in the local parks. They run around vigorously in open spaces, until they are out of breath. This helps them to develop their physical skills. The childminder supports parents to access dental care for their children. Children follow good hygiene procedures. The childminder promotes children's well-being highly effectively.
- Young children practise their fine motor skills as they roll, cut and shape dough. They concentrate as they 'have a go' at pressing shapes into the colourful home-made dough. The childminder praises their efforts as they persist and succeed.
- There are plenty of opportunities for children to socialise in the community. Children regularly visit playgroups where they join in with singing, snack time and craft activities. This helps them to form friendships and prepare for the next stage of their learning.
- The childminder is clear about what she wants children to learn. For example, she encourages them to start to look after their own needs, such as putting on their shoes and coats. Young children feed themselves independently. Children learn to keep themselves safe when climbing up and down steps into the garden, under close supervision.
- The childminder uses her reflections on her provision, and the views of parents and children, to identify any further improvements to her provision. For instance, she intends to add more natural materials, such as large pebbles for outdoor play and plant seeds in the garden. She aims to enrich children's sensory experiences of the world around them even further.
- A range of professional development activities, including webinars and support groups with colleagues, support the childminder to maintain her consistently good teaching skills. However she has not yet specifically targeted her professional development programme to promote the very highest outcomes for teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- target the professional development programme even more precisely to support raising the already consistently good teaching to the very highest standards.

Setting details

Unique reference number	501016
Local authority	Sheffield
Inspection number	10311844
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 April 2018

Information about this early years setting

The childminder registered in 2001. She lives in Sheffield in South Yorkshire. The childminder operates Monday to Thursday between 7.30am and 5.30pm, all year round, except for bank holidays and family holidays. She holds qualified teacher status. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 and the inspector carried out a joint observation.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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