

# Childminder report

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Inspection date: 18 March 2024

<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

The childminder's home is full of laughter. Children share stories with the childminder and visitors, and laugh throughout. They are very happy and confident, as the childminder makes them feel safe and secure. Children excitedly run to show their sunflowers that they have planted. They are very proud of their achievements. They explain that they need water, when the childminder says 'we planted bulbs'. Children say that they look for flowers in the park as well.

Children enjoy playing independently. Younger children pretend to feed bottles to the toy babies, while older children draw on pretend tablets. They create pictures of lions and the childminder shares new words, such as 'you've drawn the lion's mane'. Children greatly enjoy interacting with the childminder. They all make snakes out of dough together, and the childminder asks 'which is longest?'. They talk about the colours of the dough and sing familiar phrases and songs, including 'You can't catch me, I'm a Gingerbread Man' and 'Twinkle twinkle little star'.

Children enjoy spending the week visiting places. They attend baking club, visit the farm, and like to be physically active at the play gyms. This helps children to have new experiences and socialise with other children. Children's behaviour is very good. The childminder encourages them to use good manners when asking for help or interacting with other children.

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

- The childminder knows the children well and has a clear plan for what they will learn next. She ensures that the children's interests are included, and wants them to have fun as they learn. The childminder knows what activities to implement to help children to develop their skills, such as developing their fine motor skills through using dough.
- Partnership working with parents is effective, and the childminder gives parents ideas to support children's learning at home. Children take home books to share with their families at home. The childminder informs parents of the activities that they have done, so they can try them again at home.
- Parents are very complimentary of the service provided by the childminder. They comment on the range of activities available. Parents appreciate that the children spend time in the community and learn about special festivals, such as Easter. Parents are also pleased with how well the childminder communicates about the children's day.
- The childminder encourages children to try things first before doing it for them. There is a mutual respect between the childminder and the children. This supports their good behaviour as children's voices are heard. Any issues that arise over sharing are dealt with quickly. The childminder explains the concepts

of right and wrong. She supports children to return to their play swiftly.

- The childminder has begun to evaluate her service. She is aware of her strengths and has made adaptations since the COVID-19 pandemic. However, the childminder does not yet include parents' and children's views in this evaluation, in order to further enhance the service she provides.
- Strong links are made with the community. The childminder supports children to extend their physical development at the play gyms and local parks. Children develop road safety skills on their walks and pick up litter. The childminder talks about how to keep their local area clean. This develops an understanding of caring for their community.
- The childminder attends mandatory training and completes professional reading. However, she has not yet identified professional development opportunities that will enhance her knowledge and teaching skills to extend children's learning further.
- Mathematics skills are skilfully woven into children's play. The childminder encourages counting and sorting while children use tweezers to sort the dinosaurs into coloured bowls. Children confidently count the dinosaurs and make patterns with the colours.
- The childminder has strong links with the local school. She has built relationships with the teachers. The childminder shares information in preparation for children starting school. Children get to know the environment before they join the school.

## 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:**

- develop the self-evaluation process to include the views of parents and children to plan for continuous improvement
- identify a plan for professional development to further enhance the quality of education.

## Setting details

<b>Unique reference number</b>	EY231663
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10308123
<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>	2 to 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	19 March 2018

## Information about this early years setting

The childminder registered in 2002. She lives in the Wincobank area of Sheffield. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Laurafay Muranka

## 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 that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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