

Childminder report

Inspection date:

20 November 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not kept up to date with her safeguarding knowledge or understanding of current legislation. As a result, the safety and welfare of children who may be vulnerable, or at risk, is compromised.

Nevertheless, children in the setting benefit from the cosy and caring environment the childminder offers. She has formed strong bonds with children in her care. They enjoy the physical care and cuddles they receive. For example, the childminder makes sure that young babies are settled in over a prolonged period of time to enable a smooth start. This helps them feel secure, confident and happy. Children enjoy a variety of outings during the week to parks and playgroups. This gives children opportunities to explore outdoors, to be physical and move around freely in larger spaces.

The childminder has high expectations for children's behaviour. They behave well and enjoy the interactions they have with the childminder. The childminder regularly gives praise to encourage children to keep trying, through her kind and gentle manner. However, the learning opportunities offered to the children are variable. The childminder does not consistently tailor learning to children's individual needs. They do not always have access to stimulating resources to support their chosen play. Consequently, they are not supported to make the best possible progress.

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

- Overall, the childminder supports the development of communication and speaking skills well. For example, she sings to children and provides a commentary during their play. She often repeats words and phrases for them to get to know. However, the childminder misses opportunities to extend and develop this further to fully promote their skills and knowledge.
- Young children handle books with great interest. They show real pleasure in exploring and turning pages. For example, babies delight in investigating fabric books by lifting or pulling the flaps to reveal 'peekaboo' pictures.
- Parents speak highly of the childminder's care. They are happy with the service given to their children and appreciate how supportive and flexible the childminder is.
- The childminder provides a range of snacks for children to explore a variety of tastes and textures. For example, they investigate fruit and vegetables grown in the childminder's garden.
- The childminder is confident in discussing children's levels of development. However, weaknesses in her knowledge and teaching mean that she does not provide activities to challenge and enhance children's knowledge or extend their

development further. This limits the opportunities children have to progress and reach their full potential.

- The childminder has connections with the local schools and pre-schools. However, she does not use these to find out what children are learning in other settings they attend. As a result, the childminder does not enhance or continue the learning to help consolidate children's knowledge.
- The childminder is not reflective in her practice. She does not identify weaknesses in her practice or keep her knowledge up to date. She has not gathered the views and opinions of parents to support continuous development.
- The childminder has not kept up to date with her safeguarding knowledge. She is unable to describe the steps she should follow should she have a concern about a child at risk of being abused. Furthermore, she has not kept up to date with current safeguarding legislation. As a result, children are not kept safe from potential risks of harm, including being exposed to extremist behaviour.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is able to identify some of the signs and symptoms of abuse. However, she is not aware of the procedure she should follow if she thought a child was at risk. The childminder has not kept her knowledge of safeguarding up to date. As a result, she does not understand her responsibilities for keeping a child safe from extreme views.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve understanding of the procedures to follow if there is a concern that a child is at risk of harm or abuse	20/12/2019
gain a secure understanding and knowledge of wider child protection issues, including the 'Prevent' duty for England and Wales 2015	20/12/2019

<p>tailor learning to children's individual needs and provide interesting and challenging learning experiences for all children, to help them make good progress and gain the necessary knowledge and skills to be successful in their future learning.</p>	<p>20/02/2020</p>
---	-------------------

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

- devise more effective methods of evaluating practice so that weaknesses are identified and prompt action taken to improve
- work alongside other settings that children attend on a regular basis to enhance learning, share children's next steps and ensure their good progress is fully supported.

Setting details

Unique reference number	EY102626
Local authority	Sheffield
Inspection number	10071194
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder was registered in 2001 and lives in Sheffield. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rebecca Creagh

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision is organised.
- A number of children's records and documents were sampled by the inspector.
- The inspector observed the quality of teaching and learning during activities and considered the impact on children's learning.
- The views of parents were taken into account through the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019