

# Childminder report

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Inspection date:

18 November 2021

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not Met (with actions)

## What is it like to attend this early years setting?

### The provision is inadequate

Children are often disengaged and appear bored. They have poor play skills and do not show high levels of curiosity or enjoyment. The childminder does not provide well-planned activities that meet the individual needs or interests of children. She does not help children to develop their confidence, resilience or independence. As a result, they frequently return to sitting on the childminder's knee and do not make good developmental progress.

Interactions between the childminder and children are poor. The childminder often sits back when children are playing, missing opportunities to extend their learning. When talking to children, she does not come down to their own level or gain eye contact. She often gives one-word responses to their communications. This does not promote children's good communication and language development.

The childminder explained that, since the COVID-19 pandemic began, parents do not enter the setting when they drop off and collect their children. Also, older children who attend after school now occupy themselves in a wooden building at the end of the garden. The childminder was unable to explain how she supervises these children adequately, and, as a result, they are not kept safe from possible harm.

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

- The childminder does not take advantage of professional development opportunities or keep her knowledge and skills up to date. She has failed to improve her knowledge of how to meet the learning and development requirements, which was a previous action. Activities are poorly prepared and do not meet children's individual learning needs. For example, the childminder spends time gathering play dough resources and cleaning equipment which is dirty from a previous use. This means that children are left waiting and are not able to engage in the activity.
- The childminder does not understand the areas of learning or the ways in which children learn. She does not support children to understand early mathematical concepts. For example, when listening to the 'Four Little Ducks' song, she asked a child to show four fingers and demonstrated this herself. The child put up one finger, saying 'four'. The childminder did not take time to show the child four fingers or check their understanding of number.
- The childminder does not find out what children know and can do, or plan for what she would like them to learn next. This was also a previous action. Her poor understanding of child development means that she is unable to assess children accurately. As a result, she does not provide the support they need to make good progress.

- The childminder was previously asked to improve her understanding of the progress check for children at age two. However, progress checks are incomplete. They do not include a summary of children's progress in the prime areas of learning. The childminder is not meeting the requirements of her registration. She shows an inability, or unwillingness, to improve the quality of the education and care she provides.
- The childminder speaks negatively about children's behaviour, showing a lack of positive and respectful culture at the setting. Behaviour management strategies are poor. For example, the childminder no longer allows older children to play ball games because they sometimes kick the ball over the fence. She fails to speak to children about the impact of their actions on others or support them to manage their own feelings and behaviour. This does not support their personal, social and emotional development.
- The childminder does not supervise younger children adequately. She attends online meetings while caring for them, and fails to meet their learning, development, safety and well-being needs at these times. Additionally, only the kitchen and outdoor areas are used for children to play and learn in. These do not provide enough space and are not organised in a way that meets children's needs or promotes their focus on learning.
- The childminder does not identify risks in the environment. For example, food debris remains on the table from the previous day's meal. Chemicals are stored within easy reach of children. The childminder says that minded children only use the outdoor toilet, which is not suitable and does not have adequate handwashing facilities. When children fall over, the childminder offers cuddles and reassurance but fails to assess the child's condition adequately. She does not administer appropriate first-aid treatment. She does not keep records of accidents, injuries or first aid given. This does not promote the good health of children in her care and places them at possible risk of harm.
- Parents say that their children have a good relationship with the childminder. They are happy with the information the childminder provides about daily care routines, including meals, sleeps and nappy changes. However, the childminder does not tell parents about their children's learning and development, or how they can share and support this at home.
- The childminder's records, such as insurance documents, are not easily accessible or available. She does not record children's full names, dates of birth, parents' names, addresses and emergency contact details. Therefore, in an emergency, she might not be able to contact parents without delay. The childminder does not keep a daily record of children's arrival and departure times. If there was an emergency or a safeguarding concern, there is no record of who is on site.
- The childminder does not understand the requirements regarding the use of assistants. She has failed to inform Ofsted of people who assist her. This means that their suitability has not been checked, which places children at possible risk of harm.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not understand the possible signs that a child might be being abused. This means that she may not recognise children who need help. The childminder does not have a safeguarding policy and is not aware of the local safeguarding partnership procedures. As a result, she would not know the correct action to take to safeguard children.

The childminder does not know what to do if an allegation is made against her. She does not know about the role of the designated officer. This is of significant concern because it is the childminder's responsibility to work with local statutory services to help keep children safe.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
inform Ofsted of any person who has regular contact with children, including any assistants, so that suitability checks can be completed	25/11/2021
ensure that children are adequately supervised at all times, including while eating, and that all children are usually within your sight and hearing	25/11/2021
keep a written record of accidents or injuries, and of any first-aid treatment given to children in your care	25/11/2021
ensure that the organisation of equipment and premises does not restrict the space available for children to play and learn and meets their individual needs, including providing access to a suitable toilet and handwashing facilities	25/11/2021

take all reasonable steps to ensure that children in your care are not exposed to risks, including by storing chemicals securely and maintaining effective hygiene practices	25/11/2021
ensure that records are easily accessible and available, including evidence of public liability insurance	25/11/2021
maintain a record of children's full names and dates of birth, the names and addresses of parents, and emergency contact details for all children in your care	25/11/2021
share information with parents and carers about how you deliver the early years foundation stage, the range of activities provided and how parents can support and share their children's learning at home	25/11/2021
keep a daily record of the names and hours of attendance for all children in your care	25/11/2021
gain a better understanding of current safeguarding issues and local reporting procedures to ensure that any concerns about a child's welfare are acted on in a timely manner	03/12/2021
improve your knowledge and understanding of the role of the designated officer and the action to be taken in the event of an allegation being made against you	03/12/2021
undertake appropriate professional development opportunities to ensure that you have the skills, training and knowledge to offer quality learning and development experiences for all children and support continuous improvement	03/12/2021

ensure that children's behaviour is managed in an appropriate and consistent way, while at all times taking into account the age and stage of development of each child	03/12/2021
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**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
have and implement a written child protection policy to safeguard children from possible abuse	03/12/2021
improve knowledge and understanding of the learning and development requirements, including the different ways that children learn, in order to ensure that activities meet children's individual needs	18/02/2022
develop knowledge of how to use observations of children's achievements to assess their development and plan for their next steps in learning	18/02/2022
develop knowledge and understanding of the progress check for children aged between two and three years to ensure that this is completed as part of effective assessment arrangements.	18/02/2022

## Setting details

<b>Unique reference number</b>	300055
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10059658
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

The childminder registered in 1997 and lives in Sheffield. She operates Monday to Friday, from 7.30am to 6pm, all year round, except for family holidays.

## Information about this inspection

### Inspector

Rebecca Miall

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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