

Childminder report

Inspection date:

21 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have high expectations for every child. She does not challenge children's learning effectively. Not enough thought is given to the individual needs of children or to their unique abilities. This means children do not make the progress they are capable of.

Children are developing confidence and independence. They choose what to play with from the resources available. Children listen to stories and colour their hand prints. They use scissors to cut shapes out of paper and pretend to feed their babies. However, activities lack stimulation and the childminder does not support children to be actively involved. This does not enable children to engage fully or concentrate for long periods.

Children have daily opportunities for exercise outdoors in the childminder's garden and are learning to adopt healthy habits, such as good hygiene practices. The childminder reminds children to say please and thank you. However, children's behaviour is poor at times. This is because the childminder does not manage the children's behaviour according to their age or stage of development.

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

- The childminder has not improved her knowledge and understanding of the early years foundation stage to support all areas of children's development through play. This was an action at the last three previous inspections. This means children do not have the best possible learning experiences or make the progress they are capable of making.
- The childminder has not implemented an effective curriculum. This means children do not experience meaningful teaching across the seven areas of learning. The childminder does not know children's stages of development and does not precisely identify what children need to learn next. She does not always provide activities that are specifically targeted to meet children's individual learning needs. For example, very young children are given the first letter of their name and asked to colour between the lines. Furthermore, children are asked to cut a triangle shape out of card, which they cannot manage. These activities are too advanced for the children's ages and, as a result, they quickly lose interest. Furthermore, the childminder has been set actions at previous inspections to address this weakness.
- The childminder does not have an accurate picture of the progress children are making. She has completed a progress check for each child in her care. However, the childminder does not identify children's strengths or the most relevant gaps in their learning. This means that she does not provide activities and experiences that support children to develop all the required skills for the

next stage in their learning. The childminder's knowledge of what children can do is limited to their basic development. For example, she talks to the children, encourages basic communication skills and introduces basic counting into play. However, she does not build on or extend these basic skills to ensure that children make good progress. The childminder has been set actions at previous inspections to address this weakness.

- The childminder has put in place a 'sharing is caring' approach to behaviour management. However, this approach is not appropriate for younger children. Children find it difficult to understand that they need to share toys. The childminder makes comments about children's behaviour that are not appropriate. She is not consistent in her management of behaviour. For example, when a child snatches a paper from another child, the childminder does not intervene effectively. This leads to a disorderly environment and some children become upset.
- The childminder is not making effective use of the support provided by the local authority advisers. Although the childminder started to make some changes following the previous inspection, she has not undertaken any professional development opportunities to improve her practice. She has no current plans in place to ensure the continuous improvement of the service she provides.
- Children's details and other records are kept by the childminder and are available for inspection. This includes insurance details and records of the children's emergency contacts. She carries out fire drills. This helps to keep children safe in an emergency.
- The childminder recognises when children are starting to tire or need to go to the toilet and meets their care needs promptly. For example, she offers cuddles and sits children on her lap when they need to rest. This promotes children's emotional well-being and their feelings of security.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has developed a good understanding of safeguarding procedures and how to respond to any concerns in a timely and appropriate way. The childminder ensures that all potential hazards are identified and removed, so that her premises are safe and suitable for the purposes of childminding. The childminder has recently updated her safeguarding policies. This includes the recording of accidents and the action to be taken in the event of an allegation being made against herself. She keeps a written daily record of the names of the children and their hours of attendance.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
gain sufficient knowledge of the early years foundation stage statutory requirements to support children's welfare and learning needs	21/07/2022
ensure challenging and enjoyable activities are planned for children that take account of their individual needs, interests and stage of development	21/07/2022
implement effective systems to observe, assess and plan for children's ongoing development, in order to support their next stage in learning and help them to make progress and gain the skills needed in preparation for school	21/07/2022
ensure that the progress check for children between the ages of two and three years is carried out for each child and their strengths and gaps in learning are identified and quickly acted upon	21/07/2022
manage children's behaviour more effectively according to their age to ensure that children understand and consistently follow the rules and expectations to support their personal and social development	21/07/2022
focus on professional development to raise the quality of care and teaching to a consistently high standard.	21/07/2022

Setting details

Unique reference number	300055
Local authority	Sheffield
Inspection number	10220043
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	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 November 2021

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

Ruth Moore

Inspection activities

- The inspector discussed any continued 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children during the inspection.
- The childminder spoke to the inspector about her intentions for children's learning.
- 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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