

# Childminder report

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Inspection date: 15 June 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Children are happy and settled in the childminder's care, despite some weaknesses in her practice. These weaknesses compromise children's safety and well-being. Children enjoy choosing from resources indoors that are well organised and accessible. They benefit from high-quality interactions with the childminder as they play. Younger children giggle with delight as they watch what happens when they roll and throw a ball onto different surfaces. They concentrate as they repeat this several times. Older children tell the inspector that they enjoy completing jigsaw puzzles best of all.

Children receive plenty of cuddles and reassurance from the childminder when they are upset or unsettled. Children, generally, behave well. They are learning to play alongside their friends. Children are being supported to share toys with their friends and to take turns. Children are gently reminded to say please and thank you. The childminder praises the children when they help to tidy up. This promotes their self-esteem.

Most children are making good progress in their learning. However, some children's needs are not met effectively enough. This is because the childminder does not always make timely referrals to other professionals for children who may have additional needs.

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

- The childminder knows the children in her care very well. She has accurately identified their next steps in learning. She also has a good knowledge of children's interests. She focuses on supporting children to develop their speech and communication. She introduces new vocabulary as children play. She repeats words clearly to help children who may be struggling with their speech. However, she does not follow her instincts when she has concerns about children's speech development. This means that the childminder does not start any interventions in a timely fashion.
- The childminder regularly takes children to stay and play groups. Here, they take part in a range of creative activities and messy play. They enjoy joining in with group rhymes and songs. They also get the opportunity to socialise with other children. Children visit the local park where they have access to large play apparatus and space to run around. Parents report they are delighted with the wide range of activities and experiences the children have with the childminder.
- Children snuggle up and enjoy listening to the childminder read stories. They choose their favourite books and are thoroughly engaged. The childminder skilfully asks questions about the stories. Younger children are asked to point to objects of different colours. Older children are invited to predict what might

happen next. The children visit the local library to borrow books to take home. This supports children to develop a love of books and reading.

- In the garden, children confidently manoeuvre various ride-on bikes and cars. The childminder supports less confident children to climb up the ladder to use the slide. However, the resources available outside are limited and not in the best state of repair. This means that children do not have sufficient opportunity to engage in effective learning outdoors.
- The childminder makes sure children have access to drinking water all day. She ensures children are wearing hats and applies sun lotion before going outside to play. She works with parents to ensure they provide children with healthy packed lunches. However, she does not consistently promote children's health and well-being. This is because children do not always wash their hands before eating. The childminder does not wash her hands after wiping children's noses.
- The childminder explains that she wants children to develop self-care skills. She knows this is important to support children's move to their next stage of learning. However, she does not provide a step to enable children to reach the sink. This means they cannot wash their own hands. She puts on children's hats and shoes rather than supporting them to do this for themselves.
- The childminder is a reflective practitioner. She accesses training and support from her local authority. She listens to advice and shows a determination to improve her practice to support children's learning and development.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She has a good understanding of how to identify the signs that children may be at risk of harm. This includes knowledge of wider safeguarding issues, such as the 'Prevent' duty. She knows the process to follow should she have a concern about a professional who works with children. The childminder's premises are, generally, safe. However, she does not carry out visual health checks of the outdoor space thoroughly enough. As a result, she does not identify and remove potential hazards, such as broken toys.

## 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
ensure that visual risk assessments of the outdoor area are carried out and broken equipment is removed	22/07/2022

ensure that timely interventions are made to secure additional support and guidance for children with any additional needs.	22/07/2022
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**To further improve the quality of the early years provision, the provider should:**

- strengthen hand hygiene practices by ensuring children wash their hands before eating and the childminder washes her hands after wiping children's noses
- provide further opportunities for children to develop their independence.

## Setting details

<b>Unique reference number</b>	EY480217
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10225936
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	22 September 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Hillsborough, Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jan Batchelor

### 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 inspector viewed the premises and discussed safety and suitability with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector considered written feedback from parents.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector looked at relevant documentation.

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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