

# Childminder report

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Inspection date:

15 September 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

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

Children's welfare is not maintained, and they are not kept safe. The environment is chaotic. The childminder, her assistants and children move between the different areas of the home, garden and outdoor 'cabin'. Children are not always in sight or hearing of an adult. Toddlers go upstairs alone and have toileting accidents. Additionally, adults do not notice frequent incidents of poor behaviour and minor accidents or injuries. This means that children are not comforted and do not feel safe.

Hygiene practices are poor. Adults do not wash their own, or children's, hands after toileting or wiping their nose. Children all wash their hands in the same bowl of water before lunch. However, they then return to their play, and a significant amount of time elapses before they sit down to eat. This is likely to increase the risk of the spread of infection.

Some children enjoy activities that they choose for themselves. For example, dressing up as superheroes. However, activities are not planned to meet children's individual ages and stages of development. Consequently, children become bored and disruptive. Babies are not adequately stimulated. They spend excessive amounts of time in high chairs. Adults do not recognise or respond to signs that they are tired, need help with toileting or want a cuddle. Children's emotional needs are not met.

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

- The childminder does not have any alternative staffing plans for when one of her two assistants is absent. Therefore, the staffing arrangements do not meet children's individual needs. For example, the childminder and her assistant are too busy to remind children who are toilet training to try and use the toilet or potty. They do not recognise the signs that children may need to urinate. As a result, children have several toileting accidents. This further impacts on the poor supervision of other children, as both adults are required to change children's clothes.
- In addition to poor hand-washing practices, children are allowed to wander around the setting while eating. They place their hands in their mouths and then touch the furniture and equipment around the home. Adults do not notice when toddlers take food that babies have spat out from high chairs and eat it. These practices do not help children to stay healthy.
- The key-person system is not effective. Adults do not know or respond to children's individual needs. For example, they do not notice when children are falling asleep or need to use the toilet. When children ask for 'a cuddle', the childminder is unable to, as she is occupied changing other children's clothes.

Consequently, they do not make good progress in their personal development.

- The childminder and her assistant fail to notice clearly visible injuries that children arrive with. This means that the injuries are not recorded or discussed with parents. When previous children's existing injuries have been recorded, these records are not detailed enough. They do not include any description of the injury. This does not help to keep children safe.
- The childminder and her assistant do not effectively support children's behaviour. For example, children tell her when their friends take a toy from them. She responds, saying 'Okay, we will do it together', but does not approach the children or reinforce this rule. Children keep the toys they have taken. Children tell the inspector, 'It isn't fair'. This does not support them to develop their self-esteem or teach children how to manage conflict.
- The childminder has failed to identify significant weaknesses in practice. This includes several breaches to the requirements of their registration. Assistants are not given the support, training and supervision they need to fulfil their role and provide good-quality teaching. This demonstrates poor leadership and management of the setting.
- The childminder does not effectively assess what children know and can do. For example, she does not know if children have the expected level of speech for their age and stage of development. Activities are not planned to meet children's individual next steps in learning. They are often too difficult or not challenging enough. Children lose interest and behave poorly. They do not make the best possible progress of which they are capable.
- The childminder introduces some new words to children. She shares picture books with them and names the different objects. However, the childminder and her assistant often ask too many questions and do not provide children with time to respond. This does not support children's developing communication skills.
- Despite the weaknesses, children benefit from playing outside regularly. They practise catching, throwing and kicking a ball. This helps them to develop their large-muscle skills.
- The childminder tells parents and carers about their child's day when they collect them. She shares the children's progress check at age two with them. She includes parent's views of their child's development in these assessments.

## Safeguarding

The arrangements for safeguarding are not effective.

The staffing arrangements do not meet children's individual needs. This is because the childminder and her assistant do not always know where children are or what they are doing. They do not supervise children closely enough to keep them safe. Poor hygiene practices compromise children's good health. The childminder knows what to do if she has child protection concerns about a child. However, she is not alert to injuries children arrive with, which may indicate they are at risk of harm.

## 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   |
|---|------------|
| ensure staffing arrangements meet the needs of all children and that children are adequately supervised at all times  | 20/09/2022 |
| implement effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection   | 20/09/2022 |
| ensure children's individual care needs are supported through effective and settled relationships with their key person   | 20/09/2022 |
| ensure any noticeable injuries that children arrive with are recorded so that they can be discussed with parents and can contribute to the effective safeguarding of children   | 20/09/2022 |
| implement effective behaviour management strategies that help children to manage their own feelings, behaviour and conflicts with their friends   | 14/10/2022 |
| provide staff training, support and supervision that ensures assistants have the skills they need to effectively fulfil their roles and contributes to the continual improvement of the quality of care and education provided. | 14/10/2022 |

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

|  | Due date |
|--|----------|
|--|----------|

|   |            |
|---|------------|
| develop knowledge of how to use observations of children's achievements, in order to assess their development and plan for their next steps in learning   | 27/10/2022 |
| plan and deliver interesting and engaging activities that meet the individual needs, interests and developmental stages of all children, ensuring they offer an appropriate amount of challenge | 27/10/2022 |
| improve own, and assistant's, understanding of how to support children's communication and language development.  | 27/10/2022 |

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY405128  |
| <b>Local authority</b>                             | Sheffield   |
| <b>Inspection number</b>                           | 10250270  |
| <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> | 0 to 14   |
| <b>Total number of places</b>                      | 9   |
| <b>Number of children on roll</b>                  | 19  |
| <b>Date of previous inspection</b>                 | 19 November 2018  |

## Information about this early years setting

The childminder registered in 2010 and lives in Sheffield. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays, two weeks at Christmas and family holidays. The childminder works with two assistants. The setting is in receipt of funding for the provision of free early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Rebecca Miall

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- 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, her assistant and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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