

# Childminder report

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Inspection date: 4 July 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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	Not applicable

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

### The provision is inadequate

Children's safety is not fully considered by the childminder. When they go to sleep, they are not properly monitored. This puts them at risk of harm. Children are not taught how to prevent the spread of germs and illnesses through regular handwashing. They do not learn the importance of oral health.

Despite this, children are happy in the childminder's cosy, well-resourced cabin that sits in the grounds of her home. They have access to a range of resources which engage them in their learning. Children play cooperatively as they make and count pretend apples. They play with sand outside, exploring the shapes they find in the tray and naming them.

Children laugh with glee as they cover their faces with glittering scarves and play 'peek a boo.' They concentrate for extended periods of time when they form characters from dough, telling the story of the gingerbread man while they do. Children explore toys with magnets on a large outdoor play mat. They learn to solve problems as they investigate why the toys will not always fit together.

The childminder teaches children many songs and rhymes. They thoroughly enjoy hearing them and joining in. This helps with their language development. When children need extra help with their learning, the childminder ensures that they are referred to other professionals for appropriate support. Children are proud of their achievements and eager to show the results of their efforts to the childminder, who praises them for what they have done.

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

- Although children have access to a pretend dentist set in their play, the childminder does not promote oral health thoroughly enough. Children do not have access to drinking water. Instead, they bring sugary drinks from home, which they sip throughout the day. When children use a potty or have their nappies changed, the childminder does not teach them to wash their hands afterwards.
- Children are happy. They share close bonds with the childminder who understands their needs and responds to them quickly. For example, when children are tired and seek comfort, she sits them on her lap and talks softly to them before reading a story to them. This soothes them.
- Overall, the curriculum is engaging for children because it is built around their interests. The childminder has a good awareness of how to develop learning through children's play. She values the importance of stories, songs and rhymes which she teaches to children enthusiastically to support their communication and language skills. They ask for the songs they wish to hear and join in with

the words and actions.

- The childminder weaves opportunities for mathematical development into children's play. For example, when children are playing with plastic animals, she takes the opportunity to build a dialogue around the animals being 'too tall' or 'too short' to fit into the toy truck the children are transporting them in. The childminder encourages them to match the animals to photographs in an information book.
- The childminder models her expectations for children's good behaviour. They respond well to her gentle reminders to share. Older children help her to tidy up their toys before lunchtime. The childminder's regular praise and positive comments about their learning and behaviour promotes their self-esteem.
- Children enjoy access to a large outdoor space in the childminder's garden where they have chance to engage in play which develops their motor skills. They navigate space as they stretch and crawl to move vehicles around a large mat. They make marks using different materials. They enjoy chasing each other down the full length of the long garden, laughing as they do so.
- Regular walks to the local nature reserve offer children opportunities to develop physical skills on more uneven terrain. Trips on the bus bring opportunities for learning about the local area as children point out and discuss landmarks on their journey.
- Parents are happy with the service the childminder provides. She shares helpful updates regarding their children's progress and next steps, which parents appreciate. However, the childminder does not support parents to understand the benefits of healthy lifestyles and good oral health.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has fulfilled all statutory training requirements, giving her a good understanding of what to do in the case of a concern that a child may be at risk of harm. However, the premises are not fully secure. Children are at risk of being able to leave the grounds via a low, unlocked gate, which also increases the risk of uninvited visitors being able to access the garden. When children sleep, they are in a different building, and the childminder does not fully monitor them. The childminder has a secure understanding of the possible signs of radicalisation of children or families and what to do if she has concerns about her children in relation to it.

## 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:**

	<b>Due date</b>
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ensure that the entrance to the childminding premises are fully secure	30/07/2022
ensure that children have access to fresh drinking water at all times, and support parents to understand the benefits of a healthy lifestyle and good oral health, including healthy drinks to provide	30/07/2022
strengthen handwashing procedures to ensure that children are taught good hygiene and how to prevent the spread of germs. This applies particularly when they have used the toilet or potty	30/07/2022
ensure that sleeping children are frequently checked to ensure that they are safe.	30/07/2022

## Setting details

<b>Unique reference number</b>	2525044
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10208241
<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>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in the Handsworth area of Sheffield. The childminder is open Monday to Friday, from 7am to 5pm, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lucy Patrick

### Inspection activities

- This was the first routine inspection the childminder 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 provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their 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.
- Parents shared their views of the setting with the inspector

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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