

Childminder report

Inspection date:

14 October 2022

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Good

Summary of key findings

This provision does not meet requirements

- The childminder does not show an understanding of what children need to learn in preparation for future learning and their eventual move to school. She has received some support and has been working with the local authority. However, she has not retained the knowledge and skills needed to ensure she makes improvements to her setting. This includes failing to gather information from parents when children first start, to provide them with the best possible start to their learning.
- The childminder understands her responsibility to complete the children's progress checks at two years of age. Furthermore, she is aware that this includes completing a written summary of children's development to then share with parents. However, she is not aware of how to observe and accurately assess children in these areas, as her knowledge is poor. The childminder is not able to identify the prime areas of learning or how to help children to make good progress in all areas of learning.
- The childminder knows how to provide children with a range of healthy choices during snack time. She discusses encouraging children to help plant vegetables in the garden, then using the produce to cook with. She shows a good understanding of how to promote good hygiene practice with children, such as supporting them to wash their hands before meals and after using the bathroom.
- The childminder knows how to provide opportunities for children to be physically active in their play. She gives examples of taking children to the local park and nearby green spaces. The childminder is in the process of improving the outdoor learning environment at her home. She has plans in place to further develop an area to provide a designated learning space for young children.
- The childminder understands how to promote positive behaviour. She recognises the significance of teaching children to learn to manage their feelings and help them develop positive attitudes. The childminder is aware that having secure relationships with children supports their well-being.
- The childminder understands the importance of building positive relationships with parents. For example, she describes how she has used books in the past, to promote information-sharing with parents. However, the childminder does not gather information from parents about what children know and can already do. This does not support her in being able to plan for children's individual learning needs from the start.
- The childminder completes mandatory training to ensure her knowledge of safeguarding issues. She understands what to do in the event of an allegation being made against her or a family member and is aware of the current risks to children. The childminder can talk about how she keeps her setting safe and secure, and minimises any dangers to children. She understands the need to risk assess to ensure that the premises are suitable, prior to caring for children.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

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
improve understanding of the three prime areas of learning to ensure children build secure foundations for their future development	21/10/2022
ensure assessments, specifically progress checks for children aged two years, are used effectively to provide targeted plans for children's development, and referrals are made swiftly where there are signs of potential delay in their learning	21/10/2022
improve knowledge of how children learn, to clearly plan for children's individual learning needs	21/10/2022
gather information from parents about what children know and can already do, and use this information to identify what children need to learn next.	21/10/2022

Setting details

Unique reference number	300524
Local authority	Sheffield
Inspection number	10229389
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	8 to 9
Total number of places	8
Number of children on roll	2
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 1998 and lives in Sheffield. She provides care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This was the first routine inspection the childminder received since 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 childminder.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she would organise the curriculum.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of her suitability.
- The inspector discussed policies and procedures with the provider, including the arrangements to safeguard and promote children's welfare.

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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