

Childminder report

Inspection date:

10 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not Met (with actions)

What is it like to attend this early years setting?

The provision requires improvement

Children are enthusiastic to attend and settle easily with this affectionate childminder. Children arrive happy and receive a warm, playful welcome from her. The childminder speaks softly and enjoys the company of the children. However, the quality of education is variable and the childminder's curriculum does not fully support children's learning. She does not have a deep enough understanding of what children need to learn in all areas of their development. Furthermore, children are not helped to develop a deep enough understanding of how to act and behave.

Children bring toys from home to share with their friends. They are happy and demonstrate that they feel safe in the childminder's care. For instance, children take her by the hand to show her things.

Children enjoy lots of time outside. They make daily visits to local parks, playgroups and the library. The childminder supports the development of diversity and inclusion in the books she shares with children. She is interested in the emotional development of children and reads carefully chosen stories about emotions and moods so that children can develop their understanding.

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

- The childminder has addressed the safeguarding actions raised in her last inspection and has completed safeguarding training. She has made a connection with the early years support team and is accessing support and guidance. However, she has not yet developed a strong knowledge and understanding of how children learn and develop and how to provide a good quality of education overall.
- Some aspects of children's learning are supported appropriately. For example, the childminder points to and counts small-world people and children collect them in a red cup. She gives children opportunities to take turns during games and activities. However, she does not plan her curriculum well enough and focus specifically on the skills children need to learn next. In addition, the television is sometimes left on. This distracts children and impacts on interactions and children's communication and language skills.
- Children are happy to explore and show that they feel safe in the childminder's care. Children climb on the table to look at a toy. The childminder is attentive and supervises closely to keep them safe. However, she does not consistently give clear boundaries and make her expectations clear so that children can develop a deeper understanding of how to act and behave.
- The childminder has good relationships with parents. She shares information in daily conversations, by text and through an app. Parents are pleased with the childminder. They say that it is a 'home from home' and that their children are

eager to come to the setting. There is a bond between the childminder and parents; they say that they know and trust her.

- The childminder wants children to achieve. She encourages children to help each other and gives instructions. However, she sometimes takes over and completes tasks for children before they have had sufficient time to follow instructions and complete tasks independently.
- The childminder supports healthy eating. She offers lots of fruit and children eat together at the table. The childminder reminds children to say 'thank you'.
- The childminder sensitively supports children to use the toilet or potty and reminds them to wash their hands. She chats and sings to children as she changes nappies, making them calm, comfortable and happy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the types of abuse and can recognise possible signs and symptoms of abuse. She has undertaken training about safeguarding and knows where to get support and how to make a referral about a child or an adult. The childminder keeps attendance registers. She records accidents and existing injuries and shares this information with parents. She has a safeguarding policy which gives up-to-date information from the local safeguarding children partnership.

What does the setting need to do to improve?

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

	Due date
implement an effective programme of professional development to improve knowledge and understanding of how to provide a good quality of education	30/09/2023
plan and implement a more effective curriculum to fully support children to make good progress in their learning.	30/08/2023

To further improve the quality of the early years provision, the provider should:

- develop clear boundaries and expectations to share with children so that they can regulate their emotions and become more independent
- give children sufficient time to practise and complete tasks so that they can develop more independence

- improve organisation and reduce distractions, such as the television, so that children can fully engage in their learning.

Setting details

Unique reference number	EY390393
Local authority	Sheffield
Inspection number	10258297
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	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 July 2022

Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round from 8am to 5pm, Monday and Tuesday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas used for childminding and explained how the early years provision is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and adults.

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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