

Childminder report

Inspection date:

10 January 2024

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder offers a home-from-home environment. Children are confident and comfortable in her home. They ask for her help when they need it, and she responds warmly. For example, she holds children's hands when they need help on the steps.

The childminder keeps children safe. She helps them to learn to look after their bodies. She encourages them to wash and dry their hands by themselves before eating. She supports children to choose their breakfast and put on their own coats and shoes. This helps children to develop their independence.

Children happily choose from the toys that are available. However, the childminder does not plan activities that build upon what children already know and can do. This means that children often lose interest. They move between toys and do not show high levels of curiosity or enjoyment. Therefore, children do not make the best possible progress of which they are capable.

The childminder encourages children to be polite. They say 'please' and 'thank you'. Children listen and respond to the childminder's instructions. When children tussle with each other, the childminder steps in to keep them safe. However, she does not teach children to understand and manage their own emotions.

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

- The childminder does not use her understanding of what children already know and can do to plan appropriate learning opportunities. Activities are spontaneous, led by children choosing from the available toys. The childminder does not plan purposeful activities that help children make good developmental progress. Consequently, children become disengaged. They do not concentrate for long periods. This sometimes creates a chaotic environment.
- Children are interested in books and singing. They sing to themselves during play. However, the childminder does not notice or build upon this interest. When reading to children, she does not point out the pictures or capture their interest. Children become disengaged and move away. During play, the childminder sometimes asks too many questions. This does not extend children's thinking skills. As a result, children's communication and language skills are not consistently well supported.
- The childminder provides art and craft activities. Children use their hands to grasp paintbrushes and make marks on paper. This helps them to develop their small-muscle skills. The childminder takes children on outings. However, these do not take place daily. She does not plan ways for children to develop their large-muscle skills indoors. The childminder reports that children quickly become

tired on their walks. This is because they are not supported to develop their strength or make the best possible progress in their physical development.

- The childminder reminds children of the rules. Children understand the routines. For example, they wait patiently for their turn to wash their hands. When children enter into conflict with their friends, the childminder intervenes to keep them safe. She reminds them that they must share. However, she does not help children to understand why they must share. She does not teach children about their own and others' emotions. Therefore, children are not learning to manage their own behaviour.
- The childminder completes the required progress check when children are aged between two and three. She shares this with parents and other professionals. However, day-to-day assessment and communication with parents are weak. Discussions with parents when children arrive are very brief. The childminder does not share regular information with parents about their child's development. This means they do not have the information they need to support their child's learning at home.
- The childminder completes essential training, such as paediatric first aid and safeguarding. However, she does not complete professional development opportunities that improve the quality of education she provides.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
plan and deliver interesting and engaging learning opportunities that take account of children's interests and build on what they already know and can do	10/02/2024
provide children with daily opportunities to develop their large-muscle skills, including daily access to outdoor activities.	10/02/2024

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

- improve your understanding of how to model, support and extend children's communication and language skills
- improve behaviour management strategies to include teaching children about their own and others' emotions and the impact their behaviour has on others
- develop communication with parents further to ensure a regular two-way flow of information about children's care and learning
- target plans for professional development more effectively to enhance the quality of teaching and achieve excellent outcomes for children.

Setting details

Unique reference number	EY102643
Local authority	Sheffield
Inspection number	10304967
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2002 and lives in High Green, Sheffield. She operates from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She offers funded places for two-, three- and four-year-olds.

Information about this inspection

Inspector
Rebecca Miall

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 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 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.
- 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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