

Childminder report

Inspection date:

29 August 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are settled in the childminder's care. The childminder has made improvements and increased her knowledge to ensure children's health and safety are maintained. Improvements to the quality of children's education continue to be made. However, some inconsistencies remain. This means children are not consistently benefiting from good-quality care and learning experiences. For example, during busier times when caring for more children, activities are not sufficiently differentiated to meet each child's abilities. At other times, the childminder does not explain to children when changes to the routine or activities are about to occur. This results in children's interest and focus on activities not being sustained by the childminder. Therefore, children do not make the progress of which they are capable of.

Children are encouraged to learn to respect and listen to their peers. For example, children advise others that they do not want the balls tipping out of the ball pool. The childminder discusses this with the children and helps them to listen and stop doing this. During times when children display challenging behaviour, the childminder remains calm as she works through their behaviour with them. She helps them to try and understand their emotions and better learn how to manage them. As the childminder provides children with a balanced, healthy range of foods and snacks, she talks to them about the positive effects on their bodies. This helps to promote their awareness of being healthy.

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

- The childminder has undertaken a range of training courses, which has helped to improve her knowledge regarding protecting children's welfare. She is now aware of procedures to follow, and records to maintain, if safeguarding concerns are identified about a child or an adult.
- The childminder has identified a suitable curriculum to help children develop a range of core skills over time. She monitors children's progress and identifies next steps for children's learning. While she plans interesting activities to support children to build on their prior knowledge and skills, these are not always successfully implemented.
- When the childminder is caring for lots of children alone, she has not fully considered how to plan for children's varying abilities or organise her routine. This impacts on her ability to actively engage children in purposeful learning experiences. For example, the childminder suddenly announces it is time for outside play. She leads children over to a well-resourced insect activity where she tries to read a story about the insects. As the childminder has not introduced the activity, or fully considered how to meet the varying abilities of each child, children quickly lose interest and move off to play elsewhere.

- At other times, when the childminder sensitively manages children's challenging behaviour, this leads to periods of time where other children receive minimal support. When the childminder helps all children to wash their hands and then prepares snacks, she has not considered how to ensure children remain engaged while they are waiting.
- During quieter, focused times, the childminder shows skill as she listens and talks to children. She asks questions to encourage children's conversational abilities. When older children share their cultural background, she encourages respectful discussions and shares information with younger children. This helps children to respect and value the uniqueness of others.
- Daily singing and story sessions are used to help support children with their growing vocabulary. The childminder encourages children to take turns to choose a prop, which she then incorporates into the singing. This helps to support children's interest and focus. Older children of school age are also encouraged to share their learning as they read stories to younger children. This creates positive peer-on-peer learning.
- During children's play, the childminder does not consistently support children to think through any problems they encounter and find their own solutions. For example, when children place the incorrect size onto a stacking ring, the childminder advises it is not the right size. Without encouraging them to try another size and to think about what the issue is, the childminder advises them of the correct size ring to use.
- During play dough activities, children develop their imagination, communication and confidence. The childminder encourages them to explain what they have made to their friends. She also introduces simple maths by asking children to count the play dough shapes they have made.

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
ensure activities are planned in line with children's individual needs and abilities so that each child is sufficiently challenged and supported in their play	01/10/2024

ensure secure routines are in place and shared with children, so that they are prepared for what is coming next and are more effectively supported to engage.	01/10/2024
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To further improve the quality of the early years provision, the provider should:

- consider ways to encourage children to work through problems so that they can find their own solutions.

Setting details

Unique reference number	2666942
Local authority	Sheffield
Inspection number	10353907
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 7
Total number of places	12
Number of children on roll	8
Date of previous inspection	17 April 2024

Information about this early years setting

The childminder registered in 2022. She operates in the Dore area of Sheffield and sometimes works with an assistant. She opens from Monday to Friday, all year round, from 7am to 7pm, and provides overnight care. Other hours can be agreed on request.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to and 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.
- 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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