

Childminder report

Inspection date:

16 January 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 enjoy their time with the childminder. They go to her for help and reassurance. She responds with warmth and care which helps to build their resilience.

Children confidently choose from the range of good-quality resources. They keep trying when an activity is difficult. For example, when building towers. However, the childminder does not plan activities that build on what children already know and can do. This means that activities are often too easy and children lose interest quickly. Consequently, they do not make the best possible progress of which they are capable.

Children are developing a love of reading. The childminder names things as she reads to them. This helps children to learn new words. However, she often asks children questions that require one-word answers. She does not always repeat what children say, modelling the correct pronunciation. This does not help to extend children's thinking or speaking skills.

The childminder has met the actions raised at the last inspection. She has improved her knowledge and understanding of how to keep children safe. She is aware of possible signs and behaviours that may indicate a child is at risk of harm and knows what to do. However, the childminder does not think about how she can improve her own practice. She has not completed any professional development that helps to raise the quality of education she provides.

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

- Children mostly choose their own play. The childminder does not plan ambitious learning programmes to ensure all children make good progress across the areas of learning. She observes what children know and can do. However, she does not use this information to provide activities that build on children's skills and interests. This means that not all children are provided with enough challenge to make good progress. Children often lose interest and quickly move between activities.
- The childminder uses stories to teach children new words. Children talk about their favourite 'Stick Man' character in their play. She repeats clearly single words, naming objects in the environment. For example, 'cow', 'dog' and 'duck'. However, the childminder does not use her own language to extend children's speech. For example, by repeating what they say and adding a second word, such as, 'big cow'. This means that children do not make the best possible progress they can in their communication and language skills.
- Children join bricks together and create towers. They use pencils and crayons to

make marks on paper. As mealtimes, they use their spoon to scoop up pieces of chopped fruit. These activities help children to develop their small-muscle and hand-to-eye coordination skills.

- The childminder encourages children to make healthy choices. She provides daily fresh fruit and talks to children about keeping themselves healthy. The childminder encourages children to peel their own orange and wash their hands thoroughly. This supports their developing independence. The childminder teaches children about oral hygiene. Children pretend to brush the crocodile's teeth. However, children do not always have daily opportunities to play outside and to develop their large-muscle skills.
- Children follow instructions and understand the routine. They help to tidy up before snack time. The childminder supports children to share and take turns. This helps children to manage their behaviour and build positive relationships with their friends.
- Since the last inspection, the childminder has completed safeguarding training. This has improved her understanding of her responsibilities to help keep children safe from harm. However, the childminder has not reflected on her own practice or identified areas for further improvement. She has not completed any wider professional development opportunities to improve the quality of education she provides.
- Parents report that the childminder is welcoming, friendly and reliable. The childminder uses an online platform to share information with parents. Parents say that they enjoy receiving daily photographs and videos of their children playing. The childminder asks parents to provide family photos which she places on her bookshelves. Children enjoy pointing to the photos and talking about their relatives. This helps to build positive relationships between the childminder, the children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and well maintained. She has a good understanding of possible signs that a child may be at risk of harm. In line with local safeguarding children partnership procedures, the childminder knows what to do should she have any concerns about a child. She knows the correct procedures to follow if an allegation is made against her, another adult working with children or a household member. She understands the role of the local authority designated officer and her responsibilities for directly reporting concerns if necessary.

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 engaging activities that build upon what children already know and can do, ensuring they are appropriately challenging	16/03/2023
improve your understanding of how to support children's communication and language development	16/03/2023
provide daily opportunities for children to be physically active indoors and outdoors	16/03/2023
complete regular professional development which raises the quality of care and education provided.	16/03/2023

Setting details

Unique reference number	EY339434
Local authority	Sheffield
Inspection number	10238942
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	3 February 2022

Information about this early years setting

The childminder registered in 2006. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Miall

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 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 interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has had 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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