

Childminder report

Inspection date: 2 July 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a clear enough understanding of children's development across the seven areas of learning. She does not plan purposeful learning opportunities that build on what children already know and can do. Therefore, children do not make the best possible progress of which they are capable. The childminder has not addressed the weaknesses in the quality of education provided, since the last inspection.

Despite this, children arrive happily at the childminder's home. They greet the childminder's pets, saying, 'Good morning, Mr Fish.' On arrival, the childminder speaks with parents about their child's day so far. She finds out some information about children's care needs and interests. She helps children to remember their recent experiences. For example, they pretend to blow out candles on a toy cake, talking about their recent birthday celebrations.

Although the childminder has a good overall relationship with parents, she does not share information with other settings children attend. She does not work together with other professionals, such as speech and language therapists, to ensure children's individual needs are met.

The childminder talks to children about the behaviour rules. She reminds them to share with their friends. She uses some appropriate behaviour management strategies, such as distracting children with a different activity. However, when children find it difficult to manage their emotions and behaviours, the childminder does not respond sensitively. She does not use effective strategies to help children to develop a positive sense of themselves.

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

- Since the last inspection, the childminder has completed some training. However, her knowledge remains weak and she has not made the improvements needed to raise the quality of care and education she provides. The childminder has a poor understanding of the seven areas of learning and how to support children's development. She provides a range of toys and activities which children enjoy. However, the childminder does not plan a sequenced curriculum and her teaching is not focused sufficiently to build on children's current skills. Consequently, they do not make the best possible progress of which they are capable.
- The childminder does not plan a broad curriculum. She focuses her curriculum on teaching children about letters, numbers and early mathematical concepts. For example, when making sandcastles, she models mathematical language, saying, 'I'll fill my two,' and, 'Fill it all up.' Children show that they remember

what they have learned. They sort buttons by their shape and colour with ease. However, the childminder lacks understanding of how to teach early literacy. She teaches children skills, including the names of letters and the sounds they represent, before they are developmentally ready for this learning. This does not help children to work towards the early learning goal of using their phonic knowledge when learning to read. Therefore, children are not well prepared for the next stage in their education.

- Children confidently decide what they would like to play with. They pretend to be an 'ice-cream man'. The childminder interacts warmly with them. She introduces new words. For example, she talks to children about the different flavours. However, the childminder does not use her assessments of children well enough to identify if they need additional support with their communication and language skills. She does not work with other professionals, such as speech and language therapists, to provide children with the extra support they need. Although the childminder shares some information with parents, she does not share information with the other settings children attend. As a result, the people providing children's care and education are unable to work together to meet children's individual needs.
- The childminder explains to children what the behaviour expectations are, including sharing with their friends. However, when children become dysregulated, the childminder sometimes speaks negatively to them. For example, describing them as 'naughty' or 'silly'. The childminder does not understand the impact this has on children's developing self-esteem. She does not provide educational programmes which support children to understand their emotions. As a result, children do not always feel safe and secure at the setting.
- The childminder's hygiene practices are poor. She does not teach children to wash their hands before and after eating. She does not wash her own hands, or clean the changing mat, after changing children's nappies. This increases the risk of the spread of infection and does not promote children's good health.
- The childminder gives children their dummy when they are not upset or in need of comfort. Children try to talk about their play, however the dummy restricts their ability to communicate clearly. This does not promote children's good oral health or support their developing language skills.

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 and Childcare Register the provider must:

	Due date
complete professional development to ensure the knowledge and skills required to understand the areas of learning taught	02/10/2024
plan and deliver broad educational programmes which are appropriately sequenced to support children to make good progress in all areas of learning	02/10/2024
use assessment to identify gaps in children's learning and share information with other professionals working with children, so that teaching can be tailored to meet individual children's needs	02/10/2024
ensure children's behaviour is managed in an appropriate and consistent way that helps children to understand their emotions and manage their behaviour	02/10/2024
implement effective hygiene practices and take steps to promote children's good oral health.	02/10/2024

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

- review the use of dummies, so that children's oral health and communication and language skills are better supported.

Setting details

Unique reference number	EY390393
Local authority	Sheffield
Inspection number	10305900
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	3
Number of children on roll	3
Date of previous inspection	10 July 2023

Information about this early years setting

The childminder registered in 2009 and lives in Sheffield. She operates all year round, except for bank holidays and family holidays. Sessions are from 8am to 5pm, on Mondays and Tuesdays only. The childminder provides funded early education places for two- and three-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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder's setting with the inspector.

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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