

Childminder report

Inspection date:

12 November 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's health, safety and welfare are not given high enough priority. The childminder has failed to address weaknesses identified in her hygiene practices since the last inspection. This does not help to minimise the risk of cross-contamination or the potential spread of infection. This compromises children's health and well-being.

The childminder does not consider the individual needs of all children when risk assessing the safety and suitability of her sleeping arrangements. For example, the childminder has not considered the risks associated with leaving children to sleep on the sofa. They do not provide children with clean bedding when they are laid down to sleep. Children's health, safety and welfare are compromised.

Children do not receive an acceptable quality of education, overall. The childminder continues to have a weak understanding of how children learn and develop across all seven areas of learning. She does not provide children with purposeful and challenging learning experiences that help to build on their knowledge and skills overtime. As a result, 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 three inspections. This demonstrates a significant weakness in the childminder's capacity to improve the quality of education.

That said, children arrive to the setting happy and excited. They build close and secure attachments with the childminder, who is warm, welcoming and friendly. The childminder acts as a positive role model to children with their kind and nurturing approach. Children play well with their friends and learn how to cooperate, share and take turns with support from the childminder. However, due to the poorly planned curriculum, children do not consistently have opportunities that help to keep them engaged in meaningful play. This has an impact on children's motivation to learn.

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

- The childminder has failed to take appropriate steps to address weaknesses identified in the quality of education and care provided. Although the childminder has undertaken some training and engaged with support offered by the local authority, this has not helped to drive the improvements needed. Consequently, the childminder has not improved her knowledge of how to plan an effective curriculum or implement effective hygiene practices.
- The childminder's hygiene practices continue to be poor. For example, the childminder does not recognise the potential risks of feeding children food that

she knows has been contaminated with other children's saliva. She does not consider the impact that these poor hygiene practices have on children's health and well-being. This does not help to minimise the risk of the spread of infection and does not promote children's good health.

- The childminder does not implement safe sleeping arrangements in practice. She has a weak understanding of how to identify and minimise risks to children while they sleep. For example, the childminder has not considered the risks of leaving children to sleep on the sofa. The childminder places children down to sleep with blankets that have been used during play by other children. This does not help to minimise the risk of the spread of infection and compromises children's health, safety and welfare.
- Although the childminder monitors and tracks children's learning, she does not use her knowledge of what children need to learn next, to plan purposeful and challenging activities and learning opportunities that help to build on what children already know and can do. Furthermore, the childminder still does not plan a curriculum that is broad and covers all seven areas of learning. Learning is often incidental and left to chance. As a result, children are not well prepared for their future learning and do not make good levels of progress.
- The childminder does not support children to develop their mathematical skills effectively. For example, she asks children to count the total number of items in a group. However, the childminder does not respond to misconceptions when children miscount the total number of items. The childminder increases the difficulty of the task for younger children who were unable to answer the simpler mathematical equation correctly. This demonstrates that children's learning is not consistently well matched and targeted towards their individual needs.
- Children develop a love of reading. They cuddle up to the childminder and listen intently as she reads. Children look at the illustrations and answer questions about what they think is happening in the story. The childminder gives the children the time they need to respond to the questions she asks. This helps to develop children's communication, speech and language skills well.
- The childminder has implemented new routines for children who use dummies. Children now leave their dummies in their bags when they enter the setting. They only use their dummies when they are settling down to sleep. The childminder has developed her understanding of the negative impact dummies can have on children's speech development. She has shared this information with parents to promote children's language development at home.
- There is a good two-way flow of communication between parents and other settings children attend. The childminder shares information about children's learning and development with both parents and professionals at the different nurseries children attend. This helps to promote a consistent approach towards children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's

interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
complete professional development to ensure the knowledge and skills required to understand the areas of learning taught	03/12/2024
take steps to implement effective hygiene practices	03/12/2024
implement effective safe sleeping arrangements that take account of the potential risks posed to children.	03/12/2024

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

	Due date
plan and deliver broad educational programmes which are appropriately sequenced and targeted to individual learning needs of all children, to support them to make good progress in all areas of learning.	10/12/2024

Setting details

Unique reference number	EY390393
Local authority	Sheffield
Inspection number	10361041
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 3
Total number of places	3
Number of children on roll	2
Date of previous inspection	2 July 2024

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 8.30am 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

Jennifer Dove

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including their intentions for children's learning.
- Children interacted with 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.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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