

# Childminder report

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Inspection date:

22 October 2019

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## **Overall effectiveness**

## **Requires improvement**

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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

Weaknesses in the quality of teaching and in the guidance the childminder provides her assistants mean that not all children make the best progress possible. Although the childminder communicates what she intends children to learn with the assistants, she does not consistently support them to implement this in practice. For instance, the assistant does not recognise how to build on children's interest as they explore the blocks and practise stacking them on top of each other. The assistant is more focused on them reciting colours and numbers, and as a result, children become distracted and lose interest. The childminder does not have systems in place to support and train her assistants to improve their teaching skills. Despite this, the childminder develops positive relationships with children, and her nurturing approach helps children feel happy, settled and secure. Children behave well and they display good manners. At tidy-up time, they help to put the toys away before they get something new out. Children are, generally, prepared for the next stage in their learning, including starting school. Younger children are beginning to put two- or three-word sentences together to articulate their wishes. They clearly tell the childminder when they have finished their lunch and want to 'get down' from their high chair.

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

- The quality of teaching is not yet good enough. The guidance and coaching the childminder provides is not strong enough to ensure that the quality of teaching provided by the assistants is consistently good. Activities are not carefully planned to be consistently challenging and stimulating to ensure children remain interested and engaged to fully support their learning.
- The childminder has an appropriate awareness of how children learn and where they are in their development. However, the childminder and her assistants lack some knowledge and confidence of how to use this information in their practice. They provide some interesting resources and talk to children about colours and numbers. However, they do not always use their interaction to extend children's understanding or to help them develop new skills and ideas.
- The childminder and her assistants keep statutory training up to date and conduct some online research. However, they do not review the provision well enough, or involve parents, to identify strengths and priorities for improvement.
- Children develop good dexterity and control as they use a range of tools when they manipulate dough. Some are starting to problem solve and show perseverance as they complete inset puzzles. The childminder uses the local facilities well to help children develop an awareness of the community. Children enjoy weekly visits to toddler groups and regular trips to the local park and soft-play venues.
- Some teaching is generally good. For example, the childminder engages in

children's imaginative play to help support their learning well. As children use the play dough and plastic cones, they decide to make pretend ice creams. The childminder asks them about the different colours and makes links to home by asking them about their favourite ice cream. Children have fun and giggle when the visitor and the childminder pretend to lick the ice cream.

- The childminder provides a warm and homely environment where children feel safe. She is kind and reassuring. Children go to her frequently for cuddles and their behaviour is good. The childminder sets consistent boundaries for children and encourages them to share and take turns. She is sensitive to children's physical care needs. For example, she knows when they are hungry or feel tired and need to sleep.
- Children follow good hygiene routines and enjoy healthy snacks and meals. They have daily opportunities for exercise and fresh air in the childminder's garden or on trips out. These help to promote children's good health and support their physical well-being.
- Partnerships with parents are suitable. The childminder gathers relevant information from parents when children first start. She shares regular feedback with them about their children's experiences while in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have undertaken suitable training to enhance their understanding of safeguarding and wider child protection issues. They are aware of the signs that may suggest children and their families are potentially at risk from extreme views and ideas. The childminder knows the procedures to follow if she has concerns about a child's welfare or if an allegation is made against herself, an assistant or family member living in the household. The childminder ensures that ratio requirements are met at all times. She identifies and successfully minimises potential risks in her home.

## What does the setting need to do to improve?

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

	Due date
improve the quality of teaching and experiences offered so that children remain interested and engaged in a range of challenging activities	05/11/2019

make sure that supervision of assistants is successful in providing guidance and coaching, to help ensure consistently good teaching and planning that continually promotes children's learning.	05/11/2019
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**To further improve the quality of the early years provision, the provider should:**

- improve the arrangements for the evaluation of the provision to help to identify areas for improvement, and include parents in this process.

## Setting details

<b>Unique reference number</b>	EY539800
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10127786
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	6 March 2017

## Information about this early years setting

The childminder registered in 2016 and lives in Stockton-on-Tees. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and the assistant. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke with children during the inspection.

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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