

# Childminder report

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Inspection date:

10 January 2020

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## **Overall effectiveness**

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## **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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children are happy and settle quickly into this welcoming setting. They have a suitable range of activities and resources to make independent choices in their play. The childminder is aware of children's interests. For example, she explains that children have shown a particular interest in vehicles. However, the childminder does not plan activities with an appropriate level of challenge. On occasions, planned activities are mundane and do not motivate children to learn. The childminder does not make the best use of resources or tailor activities that help to develop children's imagination and natural curiosity. Despite this, children engage suitably well in their own chosen activities and make progress. Older children are often demanding of the childminder's attention and there are instances where their behaviour lapses. However, the childminder is working with parents and other professionals to help develop some consistent approaches and support children to manage their own feelings and behaviour. However, this is not yet embedded into practice. The childminder shares information with parents. She attends meetings and works with the local schools to help children to settle into their new environment during transitional phases.

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

- The childminder prompts children to follow appropriate hygiene practices. For instance, she supervises children as they wash their hands after using the toilet. She talks to them about why it is important to remember to do this. The childminder provides relatively suitable healthy choices during mealtimes.
- The childminder takes children on regular trips and outings. Children participate in all physical play activities. The childminder explains that children enjoy trips to the park and she uses these opportunities to support children to develop their mathematical understanding. For example, she encourages older children to look for numbers on the front of the bus and supports younger children to count how many cars they can see.
- The childminder works with parents and other early years settings that the children also attend. She shares information relevant to children's individual learning and development needs. Parents are provided with verbal feedback and information on activities to try at home.
- The childminder attends training that helps her to review her practice. She is aware of areas of improvement needed within her setting. However, she does not ensure that planned activities follow children's interests and motivate them to learn. In addition, the activities that she offers lack a good level of challenge. This causes children to lose interest and, on occasions, cause disruption to others.
- Children develop confidence and show strong attachments to the caring childminder. They rush to her and wrap their arms around her for a tight hug.

Children laugh as the childminder tickles them and shows warm and affectionate care. This helps children to feel safe.

- Children demonstrate good communication skills. They invite the childminder into their play. Children push cars along a large car mat and pretend to make the sounds of the vehicles. They talk regularly to the childminder and visitors about what they are doing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of safeguarding procedures and practices. She implements risk assessments and supervises children well. The childminder is aware of the procedure to follow in the event of an allegation being made against her or a member of the household. She demonstrates a suitable understanding of wider safeguarding issues. The childminder has implemented a safeguarding policy and is aware of the steps to follow in the event of a concern about the welfare of a child.

## 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
provide children with appropriate levels of challenge during play that help to sustain their engagement and motivation to learn	31/01/2020
embed consistent strategies to help children to recognise how their behaviour has an impact on others.	31/01/2020

## Setting details

<b>Unique reference number</b>	EY470180
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10112670
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	7 December 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Cramlington, Northumberland. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Emma Allison

### Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, aims and rationale for activities.
- During the inspection, the inspector spoke with children and the childminder. She observed the interactions between the children and the childminder.
- A sample of documentation was viewed, including evidence of suitability checks on adults living at the premises, policies, procedures and children's records.
- The inspector observed activities and evaluated with the childminder the impact of teaching on children's learning.

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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