

Childminder report

Inspection date:

28 October 2021

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 applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have plenty of fun with the childminder and show happiness throughout their day. The atmosphere is cheerful and children laugh as they play. For example, children push trains around the track and share role-play resources for imaginative play. The childminder provides a safe and nurturing environment and focuses on building upon children's personal, social and emotional skills. This helps them to develop resilience and confidence in their own ability. Some children make good progress in their learning and the childminder identifies where further support is needed. However, although assessments of children's learning are made, there are weaknesses in how the childminder plans and implements her curriculum to support all children to make the best possible progress.

During the COVID-19 pandemic, the childminder modified her arrangements for parents to drop off their children and for visitors. As restrictions have eased, parents are now welcomed back into the home and new families can use settling-in visits. This has helped to develop relationships with children and maintain effective communication with parents to promote continuity. The childminder has worked hard to support parents, who have felt anxious leaving their children, and provides regular photos and updates to help them feel included and reassured.

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

- The childminder knows children well and gathers information from parents to help them settle in quickly. For example, young children arrive very happy and show excitement as they run into the childminder's home to play imaginatively with their favourite characters. The childminder knows when they are hungry or tired and meets their care needs well. This has a positive impact on children's well-being.
- The childminder provides activities that are based on children's preferences. They are willing to join in and show enjoyment throughout the day. For example, children thoroughly enjoy using glue and scissors to stick beads and leaves on their hedgehog pictures. Older children show enjoyment in books and talk confidently about their interests in history and the wider world.
- The childminder makes appropriate referrals to external agencies, when she recognises gaps in children's learning. However, she does not plan and implement her curriculum effectively enough to help children to make good progress in all areas of their learning. For instance, the childminder regularly misses opportunities to clearly model words and vocabulary to children. In addition, during play, there are further times when she does not encourage children to use words when they make choices.
- Children's behaviour is good and they benefit from regular praise from the childminder. They are consistently well mannered, kind and helpful towards each

other. The childminder provides clear boundaries and has a positive approach to supporting children when they find things difficult. An example of this was observed during the inspection when the childminder effectively used a positive approach to support a child using scissors.

- The childminder attends network meetings with the local authority and other childminders. This helps her to share good practice and stay up to date with early years information. For example, she has started to make changes to her practice in relation to the updated early years foundation stage. The childminder is considering ways to reflect on her practice to help her find specific training to meet the needs of individual children.
- The childminder has started to teach children about the importance of good oral hygiene and encourages them to eat a range of fresh fruit and vegetables. Children are willing to try new foods, such as cucumber, and have regular drinks of water. However, arrangements for eating lunch do not promote children's good health and hygiene. For example, children sit on the floor to eat their lunch and the childminder does not always adhere to the strictest of hygiene practices when pets are present in the home.
- The childminder has developed good partnerships with parents and other professionals, such as teachers from local schools and nurseries. She provides information to help them move on to the next stages in their learning. Parents leave positive feedback for the childminder. They are particularly happy with how well their children have developed good social skills and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of child protection procedures. She is knowledgeable about a range of safeguarding concerns, including the impact of domestic violence on children and the potential signs of child exploitation. The childminder has specific risk assessments and procedures to follow to meet children's medical needs, such as for those children who have allergies. This helps her to keep children safe and deal with any emergencies swiftly. The childminder helps children to learn how to keep themselves safe. For example, she teaches them how to use scissors safely and talks about road safety when they collect children from school.

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
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develop and focus teaching skills so that play and planned activities are purposeful and help children to make good progress in all areas of the curriculum	28/04/2022
promote children's good health consistently and ensure high standards of hygiene are adhered to at all times, including mealtimes.	28/11/2021

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

- reflect on skills and access professional development opportunities to raise the quality of education to a higher level.

Setting details

Unique reference number	2532030
Local authority	Stockton-on-Tees
Inspection number	10208490
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Ingleby Barwick, Stockton-on-Tees. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children. She offers wraparound care for children who attend local schools.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector, during a planned activity indoors.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- Parents provided verbal feedback to the inspector on the day of 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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