

Childminder report

Inspection date: 10 March 2022

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

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not hold a relevant paediatric first-aid qualification. This does not ensure the health of children in her care. The childminder has not kept her policies and procedures for reporting safeguarding concerns up to date. The childminder does not have relevant details of the agencies to contact. This means she is unable to use these effectively to support her in keeping children safe from harm. This puts children's well-being and safety at risk.

The childminder can identify general signs of abuse and neglect. However, she has poor understanding of the 'Prevent' duty guidance. She has little awareness of county lines or female genital mutilation and does not understand the role of the local authority designated officer. This means the childminder cannot respond in an effective and timely manner to ensure children are kept safe from harm.

Children are happy and content. They form strong attachments to the childminder. She is nurturing, warm and loving. When needed, children seek comfort and reassurance from the childminder. This shows children feel settled when they are with her.

The childminder has altered how children arrive and leave the premises, since the COVID-19 pandemic. Parents no longer enter the childminder's home and children leave their parents at the door. Windows are left open to ventilate the childminder's home to help prevent the spread of infection.

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

- The childminder does not consider children's stages of development when planning what she wants children to learn. Her poor knowledge of child development and how children learn limits her ability to provide a broad curriculum to support children's individual needs. The childminder does not demonstrate an understanding of how to build on what children already know and can do. For example, the childminder provides children with resources they know how to use, such as slotting pieces into a shape sorter. However, she does not know how to build on this to help children develop their muscle control, or how to move children on to the next stage of their learning and development.
- The childminder compromises children's safety because she does not identify potential hazards within her home. For example, she does not check toy boxes prior to children arriving. Some plastic boxes have broken lids, which means edges are splintered when children handle them. This does not promote children's health and safety.
- The childminder understands her statutory duty to assess children's development between the ages of two and three years. However, the

childminder does not totally fulfil this responsibility. She provides parents with a verbal assessment and not the short written summary of children's progress in the prime areas of learning that is required.

- The childminder's practice does not effectively assist the the health and welfare of young children. For example, the childminder does not encourage children to wash their hands before eating. This means children do not gain an understanding of how to keep themselves healthy and prevent the spread of infection.
- At lunchtime, the childminder sits young children in high chairs and encourages them to use a spoon to feed themselves. However, she lets young children walk around as they eat their snack. This does not teach children how to keep themselves safe as they eat.
- The childminder constantly talks to children. She looks at children as she speaks to them and speaks slowly and clearly. However, she fails to encourage children to remove dummies. This does not help very young children to develop their facial muscles and control of facial movements, which will enable them to become competent speakers.
- The childminder does not fully understand the negative impact the television can have on children's development, when used as background rather than a learning opportunity. For example, as children play they glance at the television, which distracts them from what they are doing. This prevents children from becoming fully focused on their play. It fails to support children's developing concentration and a motivation to become totally involved in activities.
- Children are comfortable in the childminder's care. They know if they want a cuddle the childminder will give these willingly, supporting their emotional well-being. Young children show they have a good relationship with the childminder. They engage the childminder in games as they encourage her to play peekaboo with them.
- The childminder supports children to develop a love of books. She willingly reads to children as they bring books to her, encouraging young children to point at the pictures as they follow the stories. However, the childminder does not fully support language development, as she does not consistently use the correct pronunciation of words. This does not enhance children's vocabulary.
- The childminder has built positive partnerships with local schools and nurseries. She shares information about children's development as they prepare to move on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a relevant paediatric first-aid qualification. This means she is unable to provide urgent medical care for children in the event of an accident or injury. The childminder does not have an up-to-date understanding of who to contact should she have concerns about the welfare of a child. The childminder does not know who to contact should an allegation be made against herself or a member of her household. The childminder does not have sufficient

understanding of the 'Prevent' duty, county lines or female genital mutilation. This means the childminder cannot identify children who may be at risk. The childminder does not adequately risk assess her provision to ensure resources are safe and fit for use. The childminder helps children to learn about road safety. Children learn to walk safely on the pavement and learn where it is safe to cross the road.

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
obtain and maintain a relevant level 3 paediatric first-aid qualification	14/04/2022
improve knowledge and understanding of safeguarding procedures in line with the local safeguarding partnership, including who to contact should a referral for a child need to be made	14/04/2022
gain understanding of child protection issues, including the 'Prevent' duty, county lines and female genital mutilation to ensure there is a clear procedure to follow if there are any concerns about a child	14/04/2022
improve knowledge of who to contact should an allegation be made against the childminder or a member of her family	14/04/2022
ensure children's individual needs and stages of development are assessed effectively and use this information to plan and deliver appropriately challenging activities, which build on what each child already knows and can do	14/04/2022
review and improve risk assessments to ensure that all potential hazards are identified and relevant steps are taken to manage and minimise these	14/04/2022

review procedures to meet statutory requirements and ensure parents receive a short written summary of children's progress in the prime areas of learning between the ages of two and three years	14/04/2022
ensure mealtimes keep children safe and prevent them from potential harm through developing regular routines of handwashing and ensuring children are safe when eating food.	14/04/2022

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

- minimise the use of dummies to enable children to become competent speakers
- remove background noise to enable children to become motivated and engaged in their activities and promote children's ability to concentrate
- use correct pronunciation when speaking to children to promote their communication and language skills, in particular vocabulary development.

Setting details

Unique reference number	312502
Local authority	South Tyneside
Inspection number	10216887
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 1992 and lives in the Hebburn area of South Tyneside. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- A joint observation of an activity was carried out with the childminder.
- Activities were observed during the inspection. The inspector assessed the impact that activities have on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written view and opinions of parents were taken into account during the inspection.
- Children's records were looked at by the inspector along with a range of other documentation.

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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