

# Childminder report

---

Inspection date:

8 April 2022

---

## **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

Good

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

### **The provision requires improvement**

Children are happy, settled and comfortable in the childminder's home. She is kind and nurturing towards them. Children frequently go to the childminder for cuddles and reassurance. This helps to support children's emotional well-being. Children demonstrate they feel safe in the home-from-home environment. The childminder forms strong bonds with children in her care. They enjoy sitting cuddled up to the childminder, sharing stories. This helps them feel secure, confident and happy. Children behave well and are polite. The childminder provides guidance and support to promote children's positive behaviour.

Children access a variety of interesting activities and resources. However, the childminder does not implement her curriculum well enough to meet all children's individual learning needs. This does not help children to make consistently good progress. For example, during a planned activity, children were asked to find hidden eggs and count them into individual baskets. Young children quickly lost interest because the activity is too complicated for their stage of development. Despite this, children enjoy many experiences provided for them. For example, they explore making marks with chalks in the garden and enjoy using wind-up rabbits. They wind up the cogs and watch how they move across the table.

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

- Overall, the childminder knows the children in her care well and recognises where they are in their learning. However, she does consistently use this information to implement challenging activities, appropriate for children's stage of development. This does not support children's learning to a good level. In addition, the childminder does not always engage effectively with parents and exchange information about children with them, to fully support children's learning at home and in the setting.
- The childminder provides a well-balanced menu for older children who attend after school. Younger children have packed lunches and snacks from home. However, the childminder does always help children to develop a deeper understanding about what is a healthy snack. For example, she does not consistently help children to understand why foods, such as crisps, are not part of a nutritious, balanced diet.
- Partnerships with parents are, generally, good. Parents are very complimentary about the childminder. They say that their children love spending time at the childminder's home.
- Children behave well. The childminder is a good role model. She promotes positive behaviour through praise and encouragement. When children struggle to regulate their behaviour, the childminder is there to remind them of what is expected. Children are learning the difference between right and wrong.

- The childminder attends mandatory training. However, she does not fully target professional development opportunities to further enhance her skills and quality of education, to support children's learning to a higher level.
- Children spend a lot of time in the childminder's well-resourced garden. They have many opportunities to develop their physical skills. They climb on wooden blocks, run and push themselves round on wheeled vehicles. This helps to develop children's large-muscle skills. Children wash their hands before mealtimes and when coming in from the garden. This helps children to begin to understand hygiene routines.
- Children go on outings outside of the home. The childminder takes them for walks to the woods and around the local community. These outings help to provide children with an understanding of the community around them.
- The childminder places a strong emphasis on developing children's communication skills. She talks to children as they play and asks them questions to extend their thinking. This helps to develop their language skills. The childminder shares photo books with children. They excitedly identify themselves and their friends. This helps to raise their self-esteem and sense of belonging to the childminder's setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard children. She knows the signs that might indicate concerns about children's welfare. The childminder has clear procedures for reporting any such concerns. She updates her knowledge of safeguarding by attending regular training. The childminder is aware of the procedures to follow should an allegation be made against her. She understands her responsibilities regarding the 'Prevent' duty guidance. The childminder carries out risk assessments of her home and outings that children go on. She supervises children closely as they play to keep them safe.

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

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

	Due date
implement a suitably challenging curriculum which identifies the individual needs of all children and focuses on the most relevant next steps for children's development.	13/05/2022

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

- share more detailed knowledge with parents in order to support children's learning more effectively at home and in the setting
- give consistent messages to children to support them to make healthy choices around food
- extend the programme of professional development to increase knowledge and skills and raise the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	EY477480
<b>Local authority</b>	Durham
<b>Inspection number</b>	10220878
<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 at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	15 September 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Barnard Castle, County Durham. She operates all year round from 7.30am to 6pm, Monday to Thursday and 7.30am to 3.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Julie Campbell

### 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 childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022