

# Childminder report

---

Inspection date:

29 June 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 in the childminder's care. They settle on her knee for stories and fall asleep quickly next to her. The childminder keeps children safe. For example, she has good hygiene procedures in place to stop the spread of infection. Children are well supervised. For example, as children sleep on the sofa, the childminder sits next to them to prevent them from falling. She ensures children are safe as she cooks their lunch. This is evident when she puts children in a toddler chair when she opens and closes the oven door. She teaches older children that they must not go in the kitchen. Children behave well. The childminder has clear expectations for children's behaviour, which she consistently reinforces.

Although the childminder has high expectations for children's achievement, experiences provided as part of the curriculum are not always appropriate for children's age or stage of development. Consequently, children do not consistently benefit from meaningful learning and teaching that are of a high quality. This has an impact on children's concentration. Children do not always benefit from high-quality teaching. The childminder does not always ensure she keeps her knowledge and skills up to date.

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

- The childminder has not kept her knowledge and skills up to date. She has attended some training such as safeguarding and reforms to the early years foundation stage. However, she has not ensured that she has understood or acted on key messages from training. There are gaps in some aspects of her understanding that result in experiences for children that are not yet good.
- The childminder knows what she wants children to learn. However, some of her expectations and the activities she plans are not appropriate for children's age or stage of development. For example, children spend time doing shape sorting activities that are too hard for them. When this happens, children do not demonstrate high levels of engagement.
- When young children play with toys that they are interested in, they demonstrate good levels of engagement for their age. This is evident when children play with the dolls or play food. However, the childminder does not always provide enough opportunities for younger children to choose their own resources and follow their own interests. For example, she sometimes puts resources out for children to play with. At other times, babies and toddlers pick from a range of books that are not always appropriate for their age. When this happens, children close the books as they lose interest.
- The childminder supports children's language effectively. She takes time to sing songs to develop their language. She adapts her language when talking to younger children, seizing the opportunity to introduce the names of fruit and

vegetables. She introduces lots of simple phrases, such as 'ready, steady' or 'one, two, three'. This supports their development of language.

- The childminder has a good relationship with parents. For example, she talks to parents about what children have been doing. She finds out from them what children enjoy doing at home. She shares information about how parents can support their children at home. This supports children's development.
- The childminder supports children's good health and dental hygiene. For example, she provides healthy meals and snacks. She helps children to brush their teeth after lunch. She ensures that children have plenty of fresh air and exercise. This helps to keep children healthy.
- Babies are well cared for. The childminder is responsive to babies' individual needs. The childminder is caring and adapts her morning to suit children's personal needs. For example, she provides opportunities for sleep when children are tired.
- The childminder sets aside time every day to read stories to children. She reads with reasonable expression and spends time looking at the illustrations. Children enjoy this activity when books are appropriate for their stage of development. For example, they turn the pages of a board book, explore the pop-up pictures, and look at the illustrations. This supports their early literacy development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She knows the procedures to follow should she have a concern about a child's welfare. She shows a good understanding of the signs and symptoms that may indicate a child is subjected to abuse. Her home is safe and well maintained and children play in a clean and orderly environment. The childminder takes appropriate action when she identifies potential hazards. For example, she uses fire guards to prevent children going too close to the fire.

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

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

	Due date
undertake appropriate training and professional development to improve knowledge and skills	27/07/2022
ensure that activities support children's age and stage of development, to promote their learning to a higher level.	27/07/2022

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

- provide more opportunities for younger children to follow their own interests to support their concentration and enjoyment.

## Setting details

<b>Unique reference number</b>	312421
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10229412
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 October 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Jarrow, South Tyneside. The childminder is open all year round from 6am to 6.30pm on Monday to Friday except for family holidays.

## Information about this inspection

### Inspector

Elizabeth Fish

### 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 showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and evaluated the impact of the childminder's interactions on children's learning.
- The childminder showed the inspector a range of documentation, including those relating to her suitability.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder explained how she manages her provision and how she keeps children safe.

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