

Childminder report

Inspection date:

4 July 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 enjoy the time they spend with this friendly and caring childminder. They are happy and content in her care. Older children are gaining in confidence. They chat happily to visitors as they talk about what they are doing. Younger children who are less confident actively seek the childminder out for a cuddle and reassurance. They are supported well by her as she provides them with time to become familiar with new situations and to settle in their own time.

The childminder is not confident in her knowledge of how she helps children progress through the areas of learning. She knows the children well and plans some activities that children show an interest in and want to participate in. However, these are not accurately focused on what she wants the children to learn next. That said, children use their imaginations as they play with pretend food. They enjoy taking part in creative activities. They concentrate as they colour in their pictures and attempt to glue them onto the paper plate. Older children communicate what they want to play with, what tools they need to use and when they need help. For example, they voice their opinions about whether they want to use the pencils or the felt-tip pens.

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

- The childminder does not have knowledge of the progress check for children aged two. She is not aware of when it needs to be completed and how it should be shared with parents. The identification of children's next steps for development is not embedded into practice and, therefore, opportunities are missed to promote their learning. This means that although children make some progress, they are not fully supported to make the best possible progress they can.
- Overall, the childminder supports young children's language development well. She repeats words that young children use and provides some commentary as they play. For example, as children use the coloured pencils, the childminder names the colours they are using. She speaks clearly and asks children questions. In addition, she sings songs and rhymes with children. This helps to develop children's communication and language skills.
- Children have a positive relationship with the childminder, who is warm, kind and caring with them. They learn clear routines, such as handwashing before meals and after eating. Children sit well at the table for healthy meals and snacks and feed themselves confidently. The childminder weaves the individual care routines of children into the day, and they are able to rest and sleep when they need to. This promotes children's emotional well-being and their feelings of security at the setting.
- Children behave well and are learning to share and take turns. The childminder

gives children specific praise to let them know what they have done well. For example, she praises children for sharing and taking turns. She supports children to learn to manage their feelings and helps them to develop positive attitudes.

- The childminder regularly takes children out to visit the local park and toddler groups. This allows children to see and develop an understanding of their own community. However, there are too few learning opportunities offered to help children gain a greater awareness of what makes them unique and the diverse world in which they live.
- The childminder keeps mandatory training up to date, such as first aid and safeguarding. However, she does not review her practice well enough to identify her own professional training needs. Consequently, she has not sufficiently focused on improving her understanding of how young children learn to ensure her teaching is beneficial for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of the signs and symptoms of abuse. This includes if children are being exposed to extremist views and beliefs. The childminder understands how to make a referral if she is concerned about a child in her care. She knows how to respond if an allegation is made against her. The childminder makes sure that her house is secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder has been proactive in the ways she has maintained safety during the COVID-19 pandemic. She identifies and minimises potential risks in her home to promote the health, safety and well-being of children.

What does the setting need to do to improve?

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

	Due date
develop a secure understanding of the progress check for children aged between two and three years, and provide parents with a short summary of their child's development, including the strengths and any areas where progress is less than expected	20/07/2022

sharpen planning further to identify more specific and targeted next steps in children's learning and make the most of opportunities to help them achieve these.	20/07/2022
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To further improve the quality of the early years provision, the provider should:

- develop learning opportunities for children to help them gain a greater awareness of what makes them unique and the diverse world in which they live
- use self-evaluation to identify areas for development and to make improvements to practice and outcomes for children.

Setting details

Unique reference number	311801
Local authority	Gateshead
Inspection number	10246027
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 1999 and lives in Gateshead. The childminder operates all year round from 8.15am to 5.15pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Janet Fairhurst

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 carried out a learning walk with the childminder and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with parents during the inspection and took account of their views.

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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