

# Childminder report

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Inspection date:

22 September 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

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

Children's safety is compromised because the childminder has limited knowledge of safeguarding issues. For example, she is unaware of the reporting procedures to follow should an allegation be made against her or a family member. Furthermore, the childminder's policy does not reflect up-to-date guidance. Despite this, children are very happy in the childminder's home-from-home environment. The childminder is very caring and nurturing. Children develop a strong bond with her and show that they feel secure in her care. They enjoy accessing a range of activities and setting themselves challenges. For instance, children enjoy creating their own obstacle course. They walk across low-level boxes carefully, assessing their own risks. This helps to develop children's balance and coordination. Children listen intently as the childminder sings familiar songs and rhymes. Younger children join in enthusiastically, moving their hands and joining in with the actions.

The childminder has high expectations for all children's behaviour. Children behave well and use good manners without prompting. For example, young children ask to leave the table when they finish eating. Children confidently draw circles and attempt to write their name with crayons. They are highly proud of their achievements and keen to show the childminder what they can do. The childminder provides praise and encouragement. This helps to develop children's confidence and self-esteem.

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

- The childminder does not have an up-to-date safeguarding policy or adequate understanding of what to do in the event of an allegation. This compromises the welfare of children in her care.
- The childminder understands the importance of professional development. She works with other childminders to develop her knowledge and skills. However, the childminder recognises that she needs to attend further training to raise the quality of the education she provides to an even higher level.
- Generally, the childminder promotes children's communication skills well. For example, she speaks to children clearly, listens, and waits for them to respond. She enthusiastically acknowledges toddler's attempts to communicate by repeating back what they say. The childminder introduces language as children play. However, the childminder occasionally mispronounces words. For example, she says 'moo-cow', 'horsey' and 'doggy'. This means that children do not always hear the correct pronunciation of words.
- The childminder gathers detailed information when children first start at her setting. She observes children's development and plans appropriate next steps to help them make good progress.
- Children confidently discuss going for walks in the community where they pick

conkers and collect leaves. They visit local fields where they see horses. The childminder takes children to local playgroups where they mix with other children. In addition, the childminder introduces the children to other cultures through books and resources. This helps children to develop an understanding of the local community and wider world around them.

- Children benefit from healthy snacks. They enjoy sociable mealtimes where they are encouraged to talk with their friends. Children develop increasing self-help skills as they practise washing hands and using cutlery.
- Young children learn to share and take turns with resources. The childminder manages any minor disagreements calmly and consistently. She is a good role model and promotes good manners at all times. This helps children to understand what type of behaviour is expected.
- Parents are very happy with the progress their children have made since they started with the childminder. Parents comment that they value the communication they receive from the childminder about their children's development. The childminder shares with them ideas of ways to extend children's learning at home.
- The childminder skilfully weaves mathematics into everyday activities. She encourages children to count as they add blocks onto their tower. Children compare their towers as 'big' and 'small'. In addition, children complete inset puzzles, and the childminder encourages them to name and count the shapes. This helps to develop children's mathematical skills.
- Children develop a love of books and stories. They independently select books to look at alone and with the childminder. Older children play the role of a 'teacher' as they read stories to their younger friends.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has insufficient knowledge and understanding of child protection and safeguarding issues. Although she has recently attended a child protection course, she does not understand procedures to follow should an allegation be made against her or a family member. Furthermore, the childminder's safeguarding policy is not in line with the guidance from the local safeguarding partnership. Despite this, the childminder is able to explain some of the signs and symptoms that would indicate that a child might be at risk of abuse. She is aware of the possible signs and symptoms that indicate that a child is at risk of radicalisation or extremism.

## 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:**

	<b>Due date</b>
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improve knowledge and understanding of the procedures to follow in the event of an allegation being made against any person working with children or living on the premises	20/10/2022
implement a policy and procedure to safeguard children in line with the guidance and procedures of the local safeguarding partnership, including the steps to take should an allegation be made.	20/10/2022

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

- target training and professional development to improve the quality of teaching and education to an even higher level
- ensure that children hear the correct pronunciation of words more consistently.

## Setting details

<b>Unique reference number</b>	EY264209
<b>Local authority</b>	Durham
<b>Inspection number</b>	10229484
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 October 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Bishop Auckland. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Julie Campbell

### Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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