

# Childminder report

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Inspection date:

23 September 2022

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## **Overall effectiveness**

**Inadequate**

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 has a poor understanding of her responsibilities to safeguard children. She has recently attended safeguarding training. However, this has not been effective in ensuring that the childminder has the necessary knowledge to keep children safe. Weaknesses in relation to risk assessments and the security of her home impact on children's safety further. Handwashing procedures are inconsistent and do not reduce the spread of infection effectively.

The childminder has a poor understanding of how to support children in their learning. She lacks the appropriate knowledge and skills to provide quality learning experiences. Her knowledge of the subjects she teaches is poor. The activities she provides lack appropriate levels of challenge. She does not build on what children already know and can do. This significantly hinders the progress children make. Despite the weaknesses in teaching, children show reasonable concentration. They are happy and they enjoy sitting and naming colours or shapes. However, the experience lacks challenge or purpose because the childminder does not have the necessary knowledge to help children learn the names of new shapes.

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

- The childminder has not taken all reasonable steps to ensure children's safety. At the time of the inspection, the childminder's front door was left unlocked. This poses a risk of unauthorised visitors entering the premises or children leaving the premises unattended. In addition, the childminder is not aware of safety guidance regarding the use of the trampoline, particularly regarding minimum age and children bouncing together. This impacts on children's safety.
- The childminder does give children clear messages regarding handwashing. For example, children sometimes wash their hands before eating. However, this is not always reinforced, particularly if children have not been playing outside. At the time of the inspection, children did not wash their hands because they had been playing with the toys inside. This means children do not learn the importance of washing their hands before eating.
- The childminder does not obtain or share information with parents and other professionals, such as teachers, to support children's learning further. Although she talks to parents and teachers about how children have been, the conversations are not detailed enough. The childminder does not gather information about children's learning at home or in nursery. For example, she does not know what children are doing in nursery. The childminder is unable to build on children's learning, and this affects the progress children make.
- The childminder does not have a good enough understanding of children's individual levels of achievement. For example, she does not know where children are in relation to their mathematical development. During the inspection, the

childminder was surprised that children could recognise most numbers to five. This means she cannot plan activities to support children's stage of development.

- Activities do not provide an appropriate level of challenge. Some activities, such as recognising colours, are too easy for children. Other activities, aimed at children recognising more complex shapes, such as a hexagon or a pentagon, are too hard. Although the childminder identified that this was too hard, she continued with the activity. This impacts on the progress that children make.
- The childminder has failed to undertake professional development for several years. Consequently, she has not kept her knowledge and skills up to date. For example, the childminder is not aware of changes to the 'Statutory framework for the early years foundation stage'. This impacts on the quality of her teaching.
- The childminder does not have the necessary understanding of the areas of learning that she teaches. As a result, she does not ensure that she provides children with high-quality learning experiences. The childminder has a poor understanding of some mathematical and language concepts. For example, she is not able to name some shapes. While demonstrating how to write a child's name for them, she incorrectly forms letters, starting all of them at the bottom as opposed to the top. In addition, she does not use capital letters at the start of the name. This significantly hinders the progress children make.
- Children behave well. They listen carefully to the childminder and follow instructions. For example, they follow her instructions to tidy up before they play with something else.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not kept her knowledge and skills up to date in relation to safeguarding. She has a poor understanding of many aspects of safeguarding, including the 'Prevent' duty guidance and female genital mutilation. She does not have regard to the government guidance 'Working Together to Safeguard Children'. The childminder does not have a good enough understanding of what she would do if she had concerns about children's welfare. For example, she is not aware of her duty to contact the relevant authorities, if she suspects female genital mutilation has taken place. In addition, weaknesses in relation to risk assessments compromise children's safety further.

## 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 understanding of all safeguarding issues, including female genital mutilation and the 'Prevent' duty guidance	21/10/2022
take all reasonable steps to ensure unauthorised visitors are unable to enter the setting unattended	21/10/2022
improve risk assessments, particularly regarding the use of the trampoline	21/10/2022
reduce the spread of infection, particularly in relation to handwashing	21/10/2022
establish a two-way flow of information with parents, carers and other providers to ensure children's needs are consistently met	21/10/2022
undertake appropriate training and professional development, particularly relating to the revised 'Statutory framework for the early years foundation stage'	21/10/2022
take steps to improve understanding of how to support children's learning in the specific areas of learning, particularly mathematics and literacy	21/10/2022
improve assessments to understand children's stage of development. Use assessments to plan and deliver appropriately challenging and enjoyable activities which build on what each child already knows and can do.	21/10/2022

## Setting details

<b>Unique reference number</b>	EY333770
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10229516
<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>	4 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	7 November 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Hebburn, Tyne and Wear. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Elizabeth Fish

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. 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 children playing and evaluated the quality of the childminder's interactions with children. She assessed the impact on children's learning.
- The childminder evaluated an activity with the childminder.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector around her home and explained how she organises her environment.
- The inspector viewed a range of documentation, including those relating to the childminder's suitability.
- The childminder explained how she manages her provision and 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.

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