

# Childminder report

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Inspection date:

4 November 2022

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## **Overall effectiveness**

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## **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

The curriculum for children provided by the childminder does not fully support the development of their skills and knowledge. However, children show that they are happy in the care of the kind and caring childminder. She offers a home-from-home environment. Children are confident to explore the resources and activities the childminder provides. They choose toys that interest them and that they enjoy playing with. For example, they use shape sorters and stacking toys with increasing confidence. The childminder praises children's efforts, helping to build their confidence and self-esteem.

The childminder supports children and their families when they first start. This helps children to feel confident and happy to be left in her care. She is a positive role model for children, and they behave well. They understand the childminder's expectations for their behaviour. Children are supported to manage their emotions and feelings of frustration. They learn to play cooperatively alongside each other. The childminder is aware of the impact the COVID-19 pandemic has had on children's opportunities to socialise and spend time with people outside their own families. She takes them to community 'stay and play' groups regularly.

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

- Although children have a lot of fun in the childminder's care, she does not have a secure enough understanding of the skills children need to learn. Not all activities provided extend children's knowledge and provide a strong foundation for their development. Much of the learning is incidental, and children do not make as much progress as they could.
- The childminder gives children some opportunities to learn to keep healthy. She provides healthy snacks and helps the children to wash their hands before mealtimes. However, the childminder does not have sufficient understanding of how to promote children's good oral health. For instance, she is not aware of the consequences of drinking juice rather than water or milk.
- The childminder has a selection of books for children. However, she has not fully explored how she can encourage children's interest in reading. For example, the organisation of books does not entice children to choose and look at books often. In addition, there are times when books the childminder chooses to read to children are often too advanced for their age. As a result, children lose interest in the activity and wander off.
- Children have a varied range of opportunities to learn about living things and the natural world. For example, children learn how to be kind and care for the childminder's pet dogs. The childminder plans regular visits to the local farm and places of interest. However, opportunities for children to find out about people and families who are different to their own are limited. This does not allow

children to develop a good understanding of diversity.

- The childminder regularly meets with other childminders to share ideas and consider ways to develop her provision. She has completed mandatory training, such as safeguarding and paediatric first aid. This helps to keep children safe in the setting. However, she has not targeted professional development to areas that would help to enhance her teaching skills or improve her understanding of how children learn. She has gaps in her knowledge, and this impacts on the quality of education provided.
- Children enjoy taking part in singing and dancing to music. For example, they excitedly choose which songs they would like, using the television to follow and copy the actions. This helps to develop their physical skills.
- Parents speak positively about the childminder's service. They report that their children settle well in the childminder's home. They are pleased with the daily feedback and say that their children enjoy attending her setting.
- Children develop their early writing skills in several ways. For example, they make marks with pencils, use chunky chalks and manipulate small blocks to make towers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with safeguarding training. She shows an understanding of issues such as radicalisation and county lines. The childminder understands the procedure to follow if she has a concern. There are effective procedures in place to ensure household members are suitable. The childminder ensures that her house is secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder helps children to understand the rules in place for their safety and teaches them how to keep safe in the home and on outings. She has a secure knowledge of the importance of monitoring absences and reflecting on regular patterns of concern as part of her ongoing risk assessments.

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

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

	Due date
plan and implement a challenging, ambitious curriculum with clear learning intentions that supports children to make good progress in their learning	04/05/2023
improve understanding of how to promote children's good oral health.	04/05/2023

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

- extend opportunities for children to develop their early reading skills
- support children to develop an understanding of people and families who are different to their own
- seek professional development opportunities, to help raise the quality of education to a good level.

## Setting details

<b>Unique reference number</b>	EY488750
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10229733
<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>	9
<b>Date of previous inspection</b>	13 February 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Seaton Carew, Hartlepool. 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. The childminder provides funded early education for two- three- and four- year-old children.

## Information about this inspection

**Inspector**  
Claire Crumpton

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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