

Childminder report

Inspection date: 1 February 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Since the last inspection, there are still a number of breaches to the statutory requirements that have an impact on children's care, learning and development.

Children do not benefit from an ambitious curriculum. They are not supported to make the progress that they are capable of. This is due to the childminder's insufficient understanding of the learning and development requirements, including those for assessment. The childminder's curriculum is not coherently planned and sequenced, so it builds on what children know and can do. This lack of knowledge impacts on children's learning and development.

That said, children enjoy their time with the kind and caring childminder. The childminder's warm and loving approach helps children to feel safe and happy. Children go to play groups where they spend time with other children. Children benefit from outings and visits. These experiences support children to develop their social skills as they mix with others in different environments. Children access books independently, turning pages and talking to the childminder about the pictures. They behave well and know the routines to follow. For example, before they have a drink and a snack they know to wash and dry their hands and then sit at the table.

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

- The childminder has failed to take adequate action since her last inspection to improve the overall quality of her provision. She has not responded to all areas identified for improvement. This includes a lack of understanding of safeguarding procedures and practices. This means that children's safety and well-being is compromised.
- The childminder shows some willingness to improve and has accessed support from the local authority advisor. However, her overall knowledge of the learning and development requirements has not improved. The childminder does not undertake close monitoring and assessment of children's progress. Therefore, she does not have the information to enable her to identify and recognise children's next steps and move them on as they learn new skills. The childminder is unaware of the progress check which must be carried out when a child is aged between two and three years. This means she is unable to identify strengths and any areas where children's progress is less than expected.
- Children are motivated and engaged in learning when they have chosen activities for themselves. For instance, children concentrate carefully when matching patterned socks and when grouping farm and zoo animals together. They count correctly how many they have in each group. However, the childminder does not build on these existing skills and knowledge. This means

children do not make the best possible progress.

- The childminder talks to children about their home life. She asks some open-ended questions, which encourage children to remember and recall past events, such as their family members' birthdays. She introduces children to new words, such as 'foal'. This helps to support children's speaking skills and widens their vocabulary.
- The childminder has improved her knowledge and practice of how to prevent the spread of infection. For example, she encourages children to wash their hands before they eat meals and after visiting the toilet.
- The childminder builds trusting relationships with parents. Parents appreciate the childminder's friendly approach. They explain that she is flexible for their family needs, and this is very supportive. Parents say the children feel happy with the childminder and love to come each day. The childminder talks with school staff to find out about the children's day and what they are learning. For example, she knows that some children are learning to write their name.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not addressed all areas identified for improvement at the last inspection. Her knowledge and understanding of the 'Prevent' duty guidance and female genital mutilation continues to be weak. Furthermore, she does not know the procedures to follow in the event of an allegation being made against herself or household members, or the role of the local authority designated officer. The childminder does know the possible signs and indicators of abuse and neglect and the procedures to report concerns promptly and without delay. The premises are kept secure, and risk assessments regarding the use of the trampoline are carried out, which helps to keep children safe.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
develop knowledge of safeguarding issues, including all aspects of the 'Prevent' duty guidance for England and Wales 2015, and female genital mutilation	28/02/2023

gain knowledge and understanding of what to do should an allegation be made against yourself or anyone living or working on the premises, and the role of the local authority designated officer.	28/02/2023
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
take steps to improve understanding of how to support children's learning in the specific areas of learning, particularly mathematics and literacy	28/02/2023
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.	28/02/2023
improve understanding of the learning and development requirements as set out in the 'Statutory framework for the early years foundation stage', including undertaking ongoing assessment to recognise children's progress, understand their needs and plan a challenging and enjoyable experience for each child	28/02/2023
develop a secure understanding of how to complete the required progress check for children aged between two and three years.	28/02/2023

Setting details

Unique reference number	EY333770
Local authority	South Tyneside
Inspection number	10260396
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	4 to 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 September 2022

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

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed with the childminder how she organises her provision and her curriculum intent.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection and took account of the views of parents from the written feedback provided.

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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