

Childminder report

Inspection date:

23 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. The childminder has not accessed appropriate training to ensure that she has a robust understanding of child protection issues. In addition, the childminder has not made changes or improvements since the last inspection. This has resulted in further breaches of the early years foundation stage. For instance, the childminder's teaching is inconsistent, and she has limited understanding of how to accurately complete the progress check for children aged between two and three years. Although the childminder knows children well and provides resources based on their interests, she does not provide purposeful experiences to extend all children's learning. Young children make progress in their learning as a result of their independent play and exploration. They enjoy playing with cars and exploring shape sorters. Teaching for children with a potential delay in their learning is more focused.

The childminder provides a calm and nurturing environment for children. Despite the weaknesses in safeguarding, children show that they feel secure with her and have close bonds. They were happy and settled throughout the inspection. The childminder promotes children's positive behaviour and supports them to develop their personal, emotional and social skills. Children are welcoming and friendly towards visitors. They develop self-confidence and are beginning to develop their independence. The childminder has good relationships with children's families. Parents leave positive feedback and are happy with the information they receive from the childminder about their children's learning.

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

- The childminder has not accessed an appropriate training course to maintain a sufficient knowledge of child protection issues. Although she is aware of the signs of potential physical abuse, the childminder is unaware of the concerns around county lines or the impact of this on children and families. In addition, the childminder does not have regard for the 'Prevent' duty guidance or knowledge of the signs of exploitation and radicalisation.
- Since the last inspection, the childminder has not considered ways to continually improve and develop her skills and knowledge to work with children. For instance, her paediatric first-aid certificate had lapsed for several months prior to the inspection, and the quality of learning experiences for children is still not good.
- The curriculum lacks intent, and the quality of education is variable. For example, younger children explore resources that they enjoy, such as pretend vehicles. The childminder is responsive to them but does not challenge or extend their learning further. Children move between resources quickly, and the childminder does not encourage them to engage more deeply to build on their

understanding or develop new skills.

- The childminder clearly describes what she would like older children to learn before they start school. She encourages them to be independent and make decisions about where they would like to play. There are resources available to encourage children to develop their small-muscle skills. For example, children enjoy using wooden spoons to thread wheels onto. The childminder provides pencils and paper for children to practise early mark making. However, she does not extend children's learning at these times.
- All children enjoy stories and often take them to the childminder. She reads clearly and encourages them to interact. For instance, children pretend to blow the leaves like the wind in the story. This helps them to develop new vocabulary. Young children show enjoyment in sound books, and they access them independently.
- The childminder knows children well and has an understanding of any areas of potential delay in their learning. She works alongside other professionals and parents to help minimise gaps in children's learning. However, the childminder has not completed the progress check for children aged between two and three years, in line with the requirements of the early years foundation stage. This means that she has not reported on any gaps in children's development as part of the check or any further support that children are accessing.
- The childminder consistently models good manners to children and encourages them to be kind. She supports children effectively when they become frustrated and helps them to understand her behavioural boundaries and expectations. Children have positive relationships with the childminder and often ask for a cuddle.
- Children learn about healthy choices during their snack time. The childminder talks to them about fruit and helps them to become aware of other foods that are unhealthy. Children benefit from fresh air each day. The childminder ensures that young children's basic care needs are met swiftly, such as when they require a nappy change.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not maintain a secure and up-to-date understanding of child protection issues. She is not aware of some of the potential signs of abuse, such as county lines, exploitation and radicalisation. In addition, the childminder is not aware of the 'Prevent' duty guidance. This has a negative impact on her ability to keep children safe and is a breach of the requirements of the early years foundation stage. However, the childminder is aware of the local authority's referral procedures and understands what to do if an allegation is made against her. The childminder regularly talks to children about risks in the home environment and provides an explanation to build their understanding of safety.

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:**

	Due date
improve knowledge of the potential signs of abuse and access an appropriate training course to maintain an up-to-date knowledge of safeguarding issues and guidance, including the 'Prevent' duty guidance	22/04/2023
improve ways to highlight areas for professional development to ensure that the requirements of the early years foundation stage are met and continual improvements are made	22/04/2023
provide all children with purposeful experiences that challenge them and help them to engage more deeply in their learning	22/05/2023
develop and implement the progress check for children aged between two and three years so it accurately identifies children's strengths and any areas of concern, and ensure that this can be shared with parents and other relevant professionals.	22/05/2023

Setting details

Unique reference number	EY477480
Local authority	Durham
Inspection number	10239601
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 April 2022

Information about this early years setting

The childminder registered in 2014 and lives in Barnard Castle, County Durham. She operates all year round, from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 3.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector during a planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's qualifications and her suitability to work with children.
- The childminder gathered written feedback from parents during the inspection.

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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