

# Childminder report

---

Inspection date:

27 June 2023

---

## **Overall effectiveness**

---

## **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**

Children are happy and confident. They benefit from the childminder's warm and caring manner, which helps them to feel secure.

Children generally enjoy the activities available to them. They concentrate for periods of time at their chosen task. For example, they use the pencils to make circle shapes, and to create lines and dots on the paper. They confidently describe what they have drawn and relish the praise provided by the childminder. However, occasionally children's desire to learn new skills, such as throwing and catching, is curtailed by the disorganised and limited floor space. Children benefit from opportunities to socialise with others. They visit the library, local parks, and soft-play venues. These provide some valuable opportunities for children to extend and develop their social interactions, and physical skills.

Children enjoy looking at books, and frequently sing songs as they play independently. They build with construction blocks, and the childminder supports them to discuss different colours and heights. They show curiosity and self-confidence. For example, under the close supervision of the childminder, the children observe the builders in the garden and ask questions about what they are doing.

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

- The childminder does not routinely ensure the premises are entirely fit for purpose every day. She is currently renovating the garden and the kitchen. This has led to areas within the home being cluttered and disorganised. It also means that the overall floor space available to children has been reduced. Consequently, the childminder is not always making the best use of resources and space, to provide good quality learning experiences for all children.
- Despite the overall appearance of the premises, children engage positively with the childminder. They share their wants and needs with her, and she immediately responds. Children invite the childminder to join in with their play. The childminder shares stories and models, counting language to help children's early mathematical skills.
- The childminder supports children's communication and language development effectively. She explains to children in simple terms words, such as x-ray. She asks open-ended questions and repeats words back to them to support their pronunciation. She encourages children to remember and recall past events, such as planting tree saplings and seeds. This helps to support children's speaking skills and widens their vocabulary.
- The childminder encourages children to manage simple tasks for themselves, such as taking off and putting on socks and shoes. Children know and

understand when and why they wash their hands. The childminder encourages children to make decisions about whether they are tired and whether they are hungry.

- Children behave well. The childminder implements clear boundaries with children to ensure they know their expectations. She helps them to understand their feelings and behaviours through discussion. This helps children to build on their emotional resilience.
- The childminder has appropriate support in place for children with special educational needs and/or disabilities. She knows how and when to liaise with other professionals to access additional support for children in order to meet their individual needs.
- The childminder helps children to develop an understanding of dangers and how to keep themselves safe. For example, she teaches them about road safety, and how to keep themselves safe online.
- The childminder has completed safeguarding training and understands her responsibilities to help keep children safe from harm. However, the processes for self-evaluation are not as effective as they could be. She has not reflected on her own practice or identified areas for further improvement. She has not completed any wider professional development opportunities to improve the quality of education she provides. As a result, the childminder's vision for ensuring high-quality education is not as clear and ambitious as it could be.
- Parents share very positive views about the childminder's provision. They say their children are happy and make good progress in their learning. They value the photos the childminder shares with them of what the children are doing during the day.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She keeps her child protection knowledge up to date and is aware of the duty to prevent children from being drawn into situations that would cause them harm. The childminder knows how she would manage any allegations made against herself or other adults who have contact with children. She keeps her first-aid training up to date. This helps her to have appropriate knowledge of how to respond to a medical emergency if one was to arise.

## 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>
--	-----------------

ensure the premises and equipment are entirely fit for purpose and organised in a way that always meets the needs of the children.	07/07/2023
--	------------

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

- complete regular professional development, which raises the quality of care and education provided
- strengthen self-evaluation in order to swiftly address areas for improvement to further improve learning experiences for children at the setting.

## Setting details

<b>Unique reference number</b>	EY319711
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10279557
<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>	10
<b>Date of previous inspection</b>	11 September 2019

## Information about this early years setting

The childminder registered in 2006 and lives in the Ingleby Barwick area of Stockton-on-Tees. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is in receipt of funding to provide early education for three- and four-year-old-children.

## Information about this inspection

### Inspector

Janet Fairhurst

### 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has had on children's learning.
- The inspector spoke with parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023