

Childminder report

Inspection date: 28 June 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

The childminder has made some progress and improvements since the last inspection. However, there has been insufficient development of the curriculum. Learning intentions for children are not always clear or ambitious and do not build on what children already know and can do. As a result, children are not making good enough progress in their learning and development.

The childminder is aware of most of the areas of learning. However, she has not considered or developed educational programmes that will support children's development across all areas. Teaching is not effective. Most play and learning is spontaneous and is child-initiated. There are no clear learning intentions for children, and they do not benefit from consistent adult guidance or direction to enhance their activities and learning. Children mostly choose for themselves, around the daily routine, what toys they would like to play with.

The childminder does not always correct children's mistakes to improve their knowledge. However, children learn some information from each other. For example, they correct each other when discussing items that they would 'eat' or 'drink'. Children ask to paint but are given felt pens to write letters of the alphabet. However, this is too advanced for some children, and they soon lose interest in the activity. In addition, the childminder is not always aware of the potential for developing early mathematical language when outdoors, such as discussing the flow and position of vehicles, which the children show an interest in.

However, children are happy, safe and settled in the childminder's care. They have a strong bond with the childminder and make friends at the setting. Children cuddle and blow kisses to their friends when they are leaving. Children play well together. They are well behaved and are calmly reminded about taking turns and sharing. Children also help and support each other, for example to reach the slide when on a climbing frame.

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

- The childminder has completed a summary of the progress of all children between the ages of two and three years since the last inspection. However, not all of these are available for inspection. Of the reports that are available, not all include details about the child's next steps for learning. This means that the childminder does not build a challenging curriculum to help move children on to the next stage in their learning and development.
- The childminder goes some way to promote children's language and communication skills, such as through discussions, singing and story times. The childminder is able to identify when a child would benefit from additional speech

and language support. However, the childminder has failed on these occasions to gain the advice and support from other professionals for these children in a timely way. This significantly impacts on children's progress, particularly those who may have special educational needs and/or disabilities.

- The childminder does not consistently evaluate children's next steps for learning. She is therefore unable to provide clear information for parents about how they can support their child's learning and development at home. However, parents are happy with the care and education their children receive.
- Children's personal needs are effectively met, and the childminder supports them well with toilet training and handwashing after going to the toilet. However, handwashing is not encouraged before eating. Children learn about oral health. They play a game related to cleaning teeth and know that they need a brush and toothpaste to clean away food.
- Children skilfully occupy themselves and engage in role play together when playing with superhero figures and a large dolls' house. They enjoy regular walks in the nearby woods and playing fields. Children's large physical skills are promoted when they visit the play park between nursery school sessions. However, the childminder does not routinely teach or help children to also develop their fine motor skills, which would support their interest and development of writing letters of the alphabet.
- Children have opportunities for understanding the world. For example, they visit an allotment on a weekly basis and have planted seeds there. They also learn about healthy foods and taste the produce grown. Children also collect hens' eggs from the allotment and have cooked those in different ways, including baking activities.
- Children learn about different feelings when the childminder reads stories to them, which helps with their personal, social and emotional development. They make comparisons to their own feelings, such as what they like and do not like to eat and what might make them scared.
- The childminder has a positive attitude towards continuous professional development. Since the last inspection she has completed 'Prevent' duty training and has increased her knowledge and understanding of child protection issues. The childminder has also recently completed training relating to, 'understanding child development and the early years foundation stage (EYFS).' However, this is too recent for any impact of the training to be evident in practice. As a result, there are repeated breaches to the learning and development requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe. She demonstrates she would be able to identify signs of possible abuse and neglect at the earliest opportunity and would know how to respond in a timely and appropriate way. The childminder is also aware of the role of the local authority designated officer, and she knows when to liaise with them. The childminder helps children to learn about keeping themselves safe. For example, when walking to and

from nursery, children practise road safety. They can explain that they need to use the traffic lights and also what the red and green men mean.

What does the setting need to do to improve?

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

	Due date
implement a clear and ambitious curriculum that covers all areas of learning and builds on what children already know and can do	28/07/2023
improve teaching practice in order to guide and support children's development effectively across all areas of learning	28/07/2023
ensure that when a child's progress is assessed as being less than expected, you develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate.	28/07/2023

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

- promote good hygiene routines further by also encouraging children to wash their hands before eating.

Setting details

Unique reference number	312805
Local authority	Redcar and Cleveland
Inspection number	10278874
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 January 2023

Information about this early years setting

The childminder registered in 1998 and lives in the Loftus area of Saltburn-by-the-Sea. She operates all year round, except for bank holidays and family holidays. The childminder works two or three days a week from 7am to 5.45pm and is flexible about which days.

Information about this inspection

Inspector

Elaine McDonnell

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke with the inspector during the inspection.
- The inspector joined the childminder and children on a walk to nursery school and a nearby play park.
- The inspector to account of parents and carers views about the provision.
- 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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