

Childminder report

Inspection date:

27 July 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

The childminder has not ensured that she has kept her knowledge and skills up to date. Consequently, some aspects of her practice needs improving. Her curriculum sometimes lacks a clear focus on what children need to learn next. She has not yet established effective ways of working with all other professionals that may be involved in children's learning. However, that being said, children enjoy their time with the childminder. This is evident as children greet her with enthusiasm when they arrive. Parents comment that their children are always happy with her.

Children are polite and well mannered. The childminder makes good use of opportunities to remind children how to ask for things politely. Younger children remember to say please and thank you. Older children ask for toys and resources politely. Children concentrate well, despite the childminder's weaknesses in planning activities. Four-year-old children are highly engaged as they draw for a significant length of time, adding details to their picture. They persevere well as they try to cut a bottle to create a model. Two-year-old children show good concentration for their age as they draw or stick. The childminder teaches children how they can keep themselves safe. For example, they learn to use the knife to cut fruit.

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

- The childminder does not use her assessments to identify precisely what children need to learn next. Consequently, the activities she provides sometimes lack a clear focus on learning. However, children take part in a range of enjoyable activities. They thoroughly enjoy gluing and sticking craft materials. However, sometimes the activities lack appropriate levels of challenge because the childminder is not sufficiently focused on extending children's learning.
- The childminder has not taken effective action to keep her knowledge and skills up to date. Although she has recently attended first-aid training, she has not attended any further training since before the COVID-19 pandemic. As a result, the childminder has failed to address weaknesses to ensure that her practice continues to improve.
- The childminder has not yet fully explored effective ways of working in partnership with all professionals involved with children's learning to ensure their needs are met. For example, the childminder is not sufficiently proactive in sharing information with school to support children more effectively. In addition, she does not always encourage parents to share the written progress check when children are aged between two and three years with their health visitor. This does not consistently ensure that children get any support they need as swiftly as possible.
- Children enjoy their time with the childminder. However, on occasions, older

children often dominate the conversations and play. For instance, they play a game of bingo with the childminder and then suggest they make a boat from recycled materials. This requires assistance from the childminder. Younger children sometimes join in the activities but often play quietly and have fewer opportunities to access resources independently. Their conversations are shorter and more limited. This impacts on children's confidence, independence and resilience.

- The childminder supports children's communication effectively overall. She generally listens to what children are saying and encourages them to expand on what they are saying. This helps children to make good progress in their communication and language overall.
- The childminder organises her environment to allow children to access the toys and resources. Children generally choose and use resources, such as the car or the doll's house, independently. The childminder generally works alongside them and talks to them about what they are doing. Overall, this helps children to develop good attitudes to their learning.
- The childminder helps children to understand how they can keep themselves healthy. For example, they know that they need to wash hands before eating. The childminder provides healthy snacks and meals and talks to children about why she is washing the fruit. Children enjoy playing in the childminder's garden. She gives advice to parents about online safety.
- The childminder has a good relationship with parents. She talks to parents when they drop children off about the sort of night that children have had. The childminder talks to parents about what their children have been doing in her care. The childminder gives parents advice on a range of issues, such as behaviour and toilet training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. Her risk assessments are thorough. For example, she has separated the garden, so that her dogs use a different area to children. The childminder ensures items, such as dog food, are not in areas accessed by children. The childminder has a good understanding of the signs and symptoms that may suggest that a child has been subject to abuse. She is aware of the local procedures that she must follow if she had a concern about children's welfare.

What does the setting need to do to improve?

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

	Due date
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use information from assessments to plan challenging activities that are based on what children need to learn next	18/08/2023
increase knowledge and skills to ensure that practice continues to improve	18/08/2023
improve partnerships with other professionals that are involved in children's care and learning, so that children get the help and support they need.	18/08/2023

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

- help older children to understand that younger children need time to follow their own interests independently and express their thoughts and ideas.

Setting details

Unique reference number	EY360788
Local authority	Stockton-on-Tees
Inspection number	10301367
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2007 and lives in Billingham, Cleveland. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Elizabeth Fish

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around her home and explained how she organises her setting.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder evaluated an activity with the childminder.
- Parents provided written feedback for the purpose of the inspection.
- The inspector observed children playing and evaluated the impact on children's learning.
- The childminder showed the inspector a range of documents, including those relating to the suitability of the childminder and members of her household.
- The inspector talked to the childminder to find out how she manages her setting and keeps children safe.

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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