

Childminder report

Inspection date:

8 November 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 identified that there are weaknesses in her procedures for administering medication. Alongside this, children do not always get clear and consistent messages regarding handwashing. In addition, the childminder's organisation of the learning environment does not always support children's behaviour or concentration. However, she consistently reminds children of her rules and expectations. The childminder takes time to help children to understand the consequences of their actions. For example, she explains that they might hurt their friends when they throw things. Children respond well in these situations. Children tidy up quickly when the childminder reminds them that they must do this before they get other resources out.

Children develop a good relationship with the childminder. Babies demonstrate this as they follow the childminder as she leaves the room. Older children frequently come to the childminder for cuddles and reassurance. This demonstrates that they are happy. The childminder wants children to learn. She plans a range of activities to help children make good progress in mathematics. For example, the childminder consistently demonstrates counting with numbers in order with two-year-old children. They enthusiastically count with some numbers in order.

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

- On occasions, the childminder has administered medication to children without obtaining the appropriate written permission from parents. In addition, she does not keep a written record when she has administered medication. However, the childminder only administers it under the verbal instructions of parents. She informs them when she has given medicines which minimises the impact on children.
- The childminder plans what she wants children to learn. However, she does not focus sufficiently on children's learning or interests when setting up her indoor environment. For example, there are fewer opportunities for younger children to develop their physical skills. In addition, she has a range of furniture in the room and older children sometimes climb from one to the other. Occasionally, children struggle to maintain concentration because of this and it impacts on the way they act and behave.
- The childminder does not always give clear and consistent messages regarding handwashing. On the day of the inspection, children did not wash their hands before lunch. However, she generally helps children to understand how they can keep themselves healthy. She provides healthy meals and encourages older children to manage their own personal hygiene.
- The childminder generally supports children's language well. Older children talk confidently about what they are doing. Younger children are developing an

understanding of communication as they copy the childminder's facial expressions and intonation. However, the childminder has not yet considered how she can fully support the language development of younger children. For example, sometimes toddlers are able to rely too heavily on dummies which restricts their language development.

- Sometimes children concentrate well. This is when the childminder provides challenging equipment to help them to solve problems and develop their muscle control. For example, two-year-old children concentrate well as they attempt to unlock the coloured padlocks with the keys. The childminder supports them well as she holds the lock steady and teaches them how to try the key the other way. Children enjoy their successes and, with the childminder's support, unlock several more padlocks.
- The childminder establishes good methods of communication with parents. For example, the childminder finds out where children are in their learning when they first start. She talks to parents about what she is working on with children and gives them advice on how they can support them at home. Parents feel that the childminder keeps them well informed about what the children have been doing on a daily basis.
- The childminder has a good attitude to improving her practice. Following training, she reflects on her own practice and implements messages from training. For example, following training on mathematics, she has incorporated more counting into her routines and draws children's attention to mathematics in the environment. This supports children to make good progress in this area of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. For example, she ensures her front door is locked when she is minding. She ensures her home and garden are free from hazards and supervises children well at all times. The childminder keeps her knowledge and skills up to date and talks confidently about the signs and symptoms that may suggest some concerns about children's welfare. She knows the local procedures and talks confidently about what she would do if she thought a child was being abused.

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:

| | |
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| | Due date |
|--|-----------------|

| | |
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| obtain written permission for each and every medicine and keep a written record each and every time it is administered | 30/11/2023 |
| take more account of children's interests and what they need to learn next in order to support their concentration and positive behaviour. | 30/11/2023 |

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

- ensure children get clear and consistent messages regarding handwashing, particularly before eating
- improve all opportunities to support younger children's communication, particularly with regard to using dummies.

Setting details

| | |
|--|---|
| Unique reference number | EY271283 |
| Local authority | Durham |
| Inspection number | 10311937 |
| 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 | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 16 April 2018 |

Information about this early years setting

The childminder registered in 2003 and lives in Seaham, County Durham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday and 7.30am to 4.30pm on Fridays, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She is in receipt of funding for early education for two- and three-year-old children.

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 childminder.
- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and learning.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.
- The childminder talked to the inspector about how she 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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