

Childminder report

Inspection date:

26 April 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children benefit from the warm, home-from-home environment. They are happy and comfortable with the kind, nurturing childminder. Children enjoy sitting on the childminder's knee to share their favourite stories. This helps them to feel safe and secure. Generally, children access a wide range of interesting and exciting activities and resources. However, the childminder does not consistently focus on teaching children in a planned and sequenced way. For example, during a planned activity, children were asked to sort and count coloured pom-poms. Children quickly lost interest because the activity was too complicated for their stage of development.

Nonetheless, some activities are interesting. For example, children invite the childminder into their play. They ask her what food she would like from their 'restaurant'. Children make marks on a chalkboard and explain that the childminder can have a banana and a sandwich. This helps to develop children's imagination and literacy skills.

Generally, children behave well. However, the childminder does not have high expectations of children's behaviour. She gives inconsistent messages to children. For example, when she asks children to do something and they choose to do something else, she does not ask them again. This does not give children clear and consistent messages about what behaviour is expected. That said, children are happy, settled and confident. They have formed positive, secure relationships with the caring childminder.

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

- Overall, the childminder knows the children in her care well and recognises where they are in their learning. However, she does not consistently use this information to plan and sequence appropriate activities for children's stage of development. This does not support children's learning to a good level.
- The childminder is inconsistent when promoting positive behaviour. For example, sometimes, children lie down and stand on resources. Furthermore, children do not always listen to requests made by the childminder. The childminder does not always address these situations. As a result, children do not always behave well.
- Parents are very happy with the service the childminder provides. They are fully informed about their children's achievements. The childminder shares ideas with parents about how they can support their children's learning at home. However, the childminder has not yet developed strong partnerships with other settings that children attend. She does not share information about children's learning and development to support continuity in their learning.
- Children foster a love of reading. They confidently share their favourite books. The childminder reads books in an exciting manner, using soft toys to support

children's language development. The childminder speaks clearly and asks children questions. She introduces new vocabulary, such as 'squid' and 'octopus'. Children listen intently and repeat familiar phrases from the story. This helps to develop their speaking and listening skills.

- Children are extremely confident and independent. For instance, young children peel and cut their own snacks carefully using plastic knives. Furthermore, they attempt to put on their own shoes and coats, with the support of the childminder.
- The childminder takes children on regular outings. She takes the children to local parks, and they walk to school daily. She talks to children about what they see on their walks, such as trees and birds. This helps them to develop an understanding of the local community.
- The childminder reflects on her practice and keeps her mandatory training up to date. She accesses training to help keep children safe and meets with other childminders to share ideas. Furthermore, the childminder accesses support from the local authority advisers.
- Children's physical skills are well supported. They spend time in the childminder's spacious garden. Children propel themselves on swings and run and push themselves around on wheeled vehicles. This helps to develop children's large-muscle skills. Children practise pre-writing skills as they make marks with pens and chalks. They use large and small tongs to pick up pom-poms. This helps to develop children's dexterity and small-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that might indicate that a child is at risk of harm. She has clear procedures for reporting any such concerns. The childminder updates her knowledge of safeguarding by attending regular training. She is aware of the procedures to follow should an allegation be made against her or a family member. The childminder understands her responsibilities regarding the 'Prevent' duty. She carries out risk assessments of her home and for outings that children go on. She supervises children closely as they play and while they are eating, to keep them safe.

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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identify clearly what children need to learn next and use this information to plan and deliver an effective curriculum that builds on what children already know and can do.	10/06/2022
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To further improve the quality of the early years provision, the provider should:

- ensure that boundaries and expectations are fairly applied to promote a more consistent approach to supporting children's behaviour
- strengthen partnerships with other settings that children attend, to support continuity of children's learning effectively.

Setting details

Unique reference number	2570088
Local authority	Middlesbrough
Inspection number	10226012
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 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Middlesbrough. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Julie Campbell

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 the premises and discussed the early years curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector 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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