

Childminder report

Inspection date:

9 January 2025

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 are happy and settled. They form good relationships with the childminder and her assistant. Children also form good relationships and friendships with their peers who also attend. The childminder provides a welcoming and relaxed environment. She is aware of children's individual needs and routines and offers cuddles and a comfortable place to sleep when she knows they are tired. Children are well behaved. The childminder sensitively and calmly reminds them about certain things, such as not to throw items inside that could hurt somebody. They also talk about feelings and what makes them happy and sad. This helps children to begin to understand and manage their feelings and behaviour.

Children's personal development needs are generally well met. They are making some progress in all areas of learning and development. The childminder understands and explains what she wants children to learn, with an emphasis of promoting children's communication and language development. However, the curriculum is not well planned enough to ensure that children make progress at a quicker pace. In addition, assessments of children's learning and development are not rigorous enough to ensure that any gaps in a child's development are addressed promptly.

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

- Some activities are not precisely planned enough or well implemented to ensure they are suitable for the children. As a result, children lose interest and concentration. For example, stories are read too quickly, or are too advanced for the developmental stage of the children. However, the childminder asks questions during story times, which helps to promote children's language and thinking skills.
- The childminder knows the children in her care well. She assesses their development and progress. However, the progress reports completed when children are aged between two and three years do not include all relevant information. For example, they do not include ideas or suggestions about activities and strategies to adopt, in order to address any issues or gaps in a child's development. This means that children may not make progress as quickly as possible.
- Children play well together and are beginning to negotiate with each other. For example, they take turns to fit different pieces into a shape sorter. They also enjoy rolling a ball to each other. This also promotes their social skills and hand-eye coordination.
- Children's physical development is promoted when they use various utensils to manipulate play dough. They engage well in this sensory experience. Children handle and smell the scented play dough and feel the flour on their hands.

Adults introduce new words, such as 'knead', and demonstrate kneading for the children.

- Children's creativity is promoted when they independently extend the play dough activity. They use their imagination well to make shapes into 'cookies' that they then take into the play kitchen area.
- The childminder ensures that children have opportunities for learning about the wider world. They visit local parks, farms and walkways to see different animals. Children's large physical development is promoted when they visit playgrounds with larger play equipment. They also learn about how to cross the road safely when on outings.
- The childminder keeps parents well informed of their child's day and activities they are involved in. Parents are very happy with the care their children receive and are very complimentary about the provision. The childminder has given parents advice and support around managing behaviour and helping children to eat a more varied range of food.
- However, the childminder does not always work effectively enough with parents regarding toilet training routines. As a result, some children are not always given consistent messages and support to develop their personal development and skills and help prepare them for nursery school.
- The childminder ensures that appropriate procedures are in place when employing assistants. The childminder and her assistant have liaised with the local authority and plan to access upcoming training aimed at promoting children's communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the curriculum and ensure that activities are more precisely planned so they are suitable for the children and help them stay engaged and learning
- enhance the two-year progress check reports to include the activities and strategies to adopt to address any issues or gaps in a child's development
- liaise more closely with parents to effectively support children with toilet training routines.

Setting details

Unique reference number	2771182
Local authority	Hartlepool Borough
Inspection number	10371351
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	0 to 4
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Hartlepool. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 2 teaching assistant qualification. She employs an assistant to work with her for three days a week. The childminder is registered for the government early years childcare funding.

Information about this inspection

Inspector
Elaine McDonnell

Inspection activities

- 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 early years foundation stage curriculum.
- The inspector observed the interactions between the childminder, the assistant and children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The assistant, and children spoke to the inspector during the inspection.
- The inspector viewed written comments from all parents and took account of their views.
- 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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