

Childminder report

Inspection date:

24 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because the childminder fails to understand safeguarding procedures to ensure that children are kept safe from possible abuse. Although the childminder has completed safeguarding training, she fails to understand local safeguarding partners procedures on how to keep children safe. Furthermore, the childminder fails to understand appropriate processes for reporting concerns and incidents to appropriate agencies.

The childminder does not have any intention of what she wants children to learn. She does not fully understand how to use resources and implement activities to support children's learning. Equally, the childminder does not use what she knows about the children's development to identify gaps in their learning. Experiences are not built on enough to develop further knowledge and to fully support children's next steps in their learning. As a result, children do not develop and progress adequately.

Despite this, children feel secure and have positive relationships with the childminder. For example, they include her in their play and seek comfort from her when they hurt their finger.

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

- The childminder does not have a good enough understanding of the signs of abuse that children may suffer in order to protect children. The childminder does not keep up to date with her local safeguarding partners' procedures. Consequently, she is unable to talk about the actions she would take if she had concerns about a child. As a result, children's health, safety and well-being are compromised.
- Although the childminder provides resources and activities for children, she does not have a good enough understanding of what she wants children to learn. As a result, she does not have a clear idea of what to teach children during activities. At times, this results in children flitting from one resource to another and not fully engaging in their learning. This means children do not make the progress they are capable of.
- The childminder has insufficient understanding of where children are in their learning and how to help them progress. For example, the childminder cannot explain children's next steps for developmental progress on their two year progress checks. Where she identifies children have gaps in their development, she does not seek professional advice in order to support them to close any gaps.
- Children's communication and language skills are not adequately supported. She does not have a clear idea of how to support children to develop their speech

and does not share enough information with parents about children's language development. This does not support children to close any gaps in learning.

- The childminder does not fully engage with parents in order to support their children's learning and development. For example, the children's transitions to other settings are not adequately supported and parents are not spoken to about this. As a result, children's well-being is not considered and partnership working is not effective.
- The childminder does plan some activities which follow children's interests. For example, the childminder helps the children to cultivate and grow vegetables and plants in her garden. The children are then able to eat the vegetables and talk about where they have come from.
- The childminder supports children to learn to look after the toys and equipment they play with. She asks them to tidy away before getting another activity out and children help to do this, listening to instructions from the childminder.
- Children learn about colours. They can name some colours and the childminder names colours as they use play dough, to strengthen their understanding. Children name the colours of chalks. The childminder extends this by asking children what other colours they can see.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding training is up to date. The childminder has completed additional safeguarding training on a range of safeguarding matters. However, the childminder does not demonstrate secure knowledge of how to protect children. She does not fully understand the policies and procedures that her local safeguarding partners follow. As a result, she is not aware of the appropriate action to take in order to protect and safeguard children. This compromises children's safety.

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:

	Due date
ensure that knowledge and understanding of local safeguarding procedures are up to date, so that appropriate and timely actions can be made to safeguard children	17/02/2023

improve knowledge of where children are in their learning and implement teaching and learning experiences to support children's progress	17/02/2023
improve partnerships with parents to ensure they are fully informed about their child's development in order to secure the best support for them.	17/02/2023

Setting details

Unique reference number	EY291668
Local authority	Redcar and Cleveland
Inspection number	10229496
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	5
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder was registered in 2004 and lives in Middlesbrough. She operates from 7.30am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector
Marie Briggs

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder about their safeguarding knowledge, training and practice to assess the effectiveness of this within the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of written parental feedback and views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder had discussions about the quality of education that the childminder provided as well as her leadership and management of the setting.
- The childminder and the inspector completed a learning walk together. All areas of the setting, the early years curriculum and areas of learning were discussed.

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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