

Childminder report

Inspection date: 18 June 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 and welfare are compromised. This is because the childminder has failed to follow safeguarding procedures. This is a breach of the safeguarding and welfare requirements. The childminder does not plan suitably challenging learning experiences that build on what children need to learn next. She does not consider the varying needs of all the children attending to inform planning and the organisation of the learning environment. That said, relationships between the childminder and the children are positive. Children are happy and settled. They are confident and sociable, and they behave well.

The childminder plays alongside children and uses some suitable teaching strategies to promote their learning. For example, she models language focused on colours and numbers as they play. Older children articulate their interests and eagerly share what they like with adults. However, the childminder's interaction with children and the range of activities do not always inspire children to be curious and sustain their engagement. That said, younger children go to her for cuddles when they are upset. They enjoy the comfort of sitting on her lap for a story.

Babies explore interactive toys, pressing the various buttons to create the sounds. Older children readily help to tidy up when asked. They benefit from mixing with other children when they attend local community groups.

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

- The childminder has failed to follow local safeguarding procedures to report without delay any allegation made against herself or household member. She does not have a secure enough understanding of when to make notifications to Ofsted. This compromises children's welfare.
- The childminder does not ensure that the use of space within the home is used effectively. During the inspection, babies and older children spent much of the morning in the small conservatory, where they had limited space to move around and, for example, practise their walking skills.
- The childminder does not consistently follow good hygiene practices to promote children's health. She uses baby wipes to wash children's hands before they eat. However, she does not always make sure that individual baby wipes are used to wash children's hands before they eat to help avoid cross contamination. The childminder does ensure that the family pet is always supervised around children. However, she does not do all that she can to prevent the family pet from jumping up at the table and highchairs while children are having their lunch. This compromises children's safety and well-being.
- The childminder does not make the most of opportunities that arise to build on what children already know and can do. Although she uses her observations of

children to decide what they need to learn next and recognises areas where they need further support, she does not consistently help children to gain new knowledge and skills. For example, the childminder does not build on children's knowledge and skills as they quickly work out how to roll cars down a tube.

- The childminder supports children's communication and language development appropriately. She talks to the children and holds conversations with the older children. The childminder pronounces words correctly for the younger children to repeat and reads stories to help increase children's vocabulary.
- Older children develop some literacy and mathematics skills. They learn to count and recognise some letter sounds. This helps to give them some key skills in preparation for starting school.
- Despite weaknesses in the safeguarding requirements, the childminder can identify the signs and symptoms of abuse and neglect. She risk assesses her premises. For example, she identifies that, due to excess rain, her garden needs general attention before it is safe and suitable for the children to use. Therefore, she makes sure that children have daily walks and use of the local parks. This helps to suitably promote children's physical skills.
- The childminder works with parents when supporting children with transition. Parents report that they are happy with the care their children receive. They say their children enjoy coming to the childminder's house. The childminder provides information to parents about their children's day, what they have done, and how they have been.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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 you understand and follow the correct reporting procedures so that any allegations are acted upon in line with local safeguarding partnership procedures	25/06/2024
improve knowledge and understanding of the notifications that need to be made to Ofsted	25/06/2024

consistently promote children's good health, particularly in relation to good hygiene practices and the health risks posed by household pets	25/06/2024
ensure that curriculum planning is based on children's prior knowledge and skills and focus activities on what they need to learn next	25/06/2024
design the learning environment so that children always have sufficient clear space for play available.	25/06/2024

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

- improve the use of self-evaluation to identify areas of weakness and take appropriate action to ensure all requirements are met.

Setting details

Unique reference number	EY313067
Local authority	Stockton-on-Tees
Inspection number	10351290
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 11
Total number of places	6
Number of children on roll	22
Date of previous inspection	22 October 2018

Information about this early years setting

The childminder registered in 2005 and lives in the Wolviston Court area of Billingham in Cleveland. She works with her husband, who is also a registered childminder. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a National Vocational Qualification at Level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider 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 carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection.
- The inspector completed a joint evaluation with the childminder.
- The inspector held a meeting with the childminder and looked at relevant documentation.
- The inspector spoke with parents during the inspection and took account of their views.

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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