

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. He does not consider the varying needs of all the children attending to inform planning and the organisation of the learning environments. That said, he is caring and kind towards children and they have formed close bonds with him. Children look to him for reassurance and encouragement, and he provides these. They appear happy and are sociable with their friends and behave well.

When children are occupied, they are generally keen to engage. For example, they show great excitement and eagerness to 'pop' the bubbles. During the activity, the childminder models how to blow gently on the bubble wand to make the bubbles. However, at times, children move frequently between the activities and struggle to maintain concentration. This impacts on the progress they make.

Children benefit from opportunities to enhance their learning in the local community. For example, the childminder takes them to playgroups to help them to build social skills. Children are well behaved. They follow the childminder's instructions and readily help to tidy up before lunchtime.

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 himself or household member. He 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 supervises children around the family pet to help ensure their safety. However, he does not do all that he 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 curriculum lacks clear intent. Although the childminder identifies next steps in learning for children, he does not build on these effectively throughout the day. Some activities do not consistently provide good levels of challenge. For example, the childminder does not provide any challenge to extend the older and most-able children's learning once they quickly and successfully master the skill of blowing the bubble wand to create bubbles.

- Although the quality of teaching is variable, children are starting to gain some early mathematical skills. For example, as children thread bobbins the childminder teaches them the colours. While older children complete an alphabet puzzle the childminder helps them to recall sounds that the letters make. Children demonstrate perseverance and focus when completing the puzzle. They keep trying as they search for the correct place for the jigsaw pieces and work out that they need to rotate the pieces, so they fit correctly.
- The childminder supports children's emerging communication and language skills well. He engages children in conversations and discussions. He asks questions and provides a running commentary as children play, adding new words into the conversation.
- The childminder is able to identify some types of abuse. He has some understanding of female genital mutilation, county lines and the 'Prevent' duty, which ensures that he is able to respond appropriately to these specific concerns.
- The childminder liaises with parents to find out about their children's preferences and to establish routines. This helps to ensure he is able to meet children's individual care needs. The childminder and parents exchange information about how children are getting on and about the activities that they enjoy taking part in.
- The childminder risk assesses the premises. He identifies that, due to excess rainfall, the garden needs general attention before it is safe and suitable for the children to use. Therefore, he makes sure that children have daily walks and use of the local parks.
- The childminder's current arrangements for evaluating his practice do not help him identify where improvements are needed.

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	EY332572
Local authority	Stockton-on-Tees
Inspection number	10351291
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 2006 and lives in the Wolviston Court area of Billingham in Cleveland. He works with his wife, who is also a registered childminder. He operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 of an activity 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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