

Childminder report

Inspection date:

12 June 2024

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has attended mandatory training but she has not kept her knowledge and skills up to date. There are some weaknesses in her practice as a result of this. Some of the activities that the childminder provides do not always provide an appropriate level of challenge. For example, young children scatter the pieces of a jigsaw to support spelling and recognition of letters because it is too hard. Children do not make the progress they are capable of in communication and language. This is because the childminder does not focus specifically on children's stage of development in this area.

Despite the weaknesses, children are happy in the childminder's care. They seek out the childminder for reassurance when new people enter the room. They enjoy plenty of cuddles and support when they are tired and emotional. Parents comment that the childminder genuinely cares for their children and that children are always happy to see her. The childminder keeps children safe. For example, doors and gates are locked to prevent unauthorised people entering the premises. Children behave well. Young children play alongside each other happily. When conflicts do occur, the childminder intervenes and reminds children that they need to share their toys with their friends.

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

- The childminder does not consistently use assessments to identify children's level of development. Consequently, she does not focus precisely on what children need to learn next. On occasions, some activities are too challenging for children and children lack high levels of engagement in their learning. For example, children find it challenging to thread cereal hoops onto spaghetti and begin to eat them instead.
- The childminder does not have a good enough understanding of how she can develop children's communication. Consequently, the childminder does not always provide language-rich experiences for children. Often, she uses long sentences that children do not understand. She also uses too many questions that require yes or no answers. As a result, children are often quiet and have fewer opportunities to develop their own communicative skills and expand their vocabulary.
- The childminder has attended mandatory training, such as safeguarding and first aid. However, she does not undertake sufficient training and professional development to ensure that she keeps her knowledge and skills up to date and to ensure she offers a high-quality learning environment for all children.
- The childminder helps children to develop an awareness of how they can keep themselves healthy. She provides healthy snacks and meals. Children have a wealth of opportunities for fresh air and exercise. For example, they play in the

garden and walk to and from school. Older children know that they must wash their hands before they have lunch.

- The childminder supervises children well. She talks to children about how they can keep themselves safe. For instance, she notices when children start putting things in their mouth and talks to them about why this is dangerous. She ensures toys and equipment are safe for children's age and stage of development and removes small pieces before giving toys to children.
- The childminder knows what children are interested in and provides activities to support their interests. For example, she provides cars and dolls to support children's interests at home. Children enjoy playing with small play figures and putting them on swings, roundabouts and slides. Some children enjoy exploring how they can press buttons and levers and make the equipment move.
- The childminder shares information with parents about what children are doing. This includes information about their day, especially about nappies and eating as well as sleeping. She shares information about developmental milestones, such as potty training, with the parents. In addition, the childminder works with other professionals. She gets regular updates from the school and nursery about events that are happening. She talks to parents about any appointments with professionals and finds out how she can support them further. This helps to support children's well-being.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
use assessment to identify where children are in their learning and use this information to plan challenging activities to help children make good progress	17/07/2024
improve the teaching of communication and language, engage children in language-rich activities and provide more opportunities for children to express their own thoughts and ideas and expand their vocabulary	17/07/2024

undertake training and professional development opportunities to ensure practice continues to improve.	17/07/2024
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Setting details

Unique reference number	EY365321
Local authority	South Tyneside
Inspection number	10351339
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	16
Date of previous inspection	26 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in East Boldon. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a suitable qualification at level 3. She provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 provider.
- The childminder showed the inspector around the parts of her home she uses for childminding. She explained how she organises the curriculum.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- Parents provided written feedback for the purpose of the inspection.
- The inspector observed children playing and learning.
- The childminder explained how she keeps children safe.
- The inspector viewed a range of documents, including those relating to the suitability of the childminder and other members of her household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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