

Childminder report

Inspection date:

7 December 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

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

Children feel extremely settled at this setting. They benefit from a 'home-from-home' environment and are very happy. They feel safe and loved and are developing a sense of character, which encourages resilience and a positive attitude towards learning. Children know that the childminder has high expectations of them, and this encourages behaviour that supports their continued learning and development.

Children have access to a wide range of toys, which they select with purpose. For example, they demonstrate exceptional perseverance as they use screwdrivers and twist nuts and bolts to build a robot. They refer to the pictures of the robot to check that they are doing it right and have all the pieces they need. The children work cooperatively and take turns to use the tools, such as the spanner and the screwdriver. This helps children to develop their fine motor skills, hand-eye coordination and social skills.

Children become immersed in imaginative play. For example, they build a tent with a blanket and work out that they need something to keep the blanket in place. They decide to have a picnic in the tent and pretend that it is getting dark and they need to go to sleep.

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

- The childminder's understanding of the requirements of the 'Statutory framework for the early years foundation stage' is not strong enough. As a result, she has failed to provide Ofsted with the required information so that relevant checks can be carried out to ensure the suitability of adults working in the setting. This is a breach of a registration requirement. However, the assistant does not have unsupervised access to children. This minimises the impact on children's safety.
- The childminder provides children with an ambitious curriculum, which is built on what children already know and can do and their interests. She uses information from parents and her assessments to plan interesting activities. For example, she organises visits to the local soft-play centre to ignite children's fascinations further. Children show high levels of enjoyment in their learning and make good progress.
- Children's communication and language are supported well. The childminder talks with the children as they play and gives them time to think and respond to questions. She is adept at extending children's vocabulary and models descriptive language. Children communicate effectively as they play alongside each other. They are developing the language of cooperation, taking turns and sharing.

- The childminder supports and extends children's mathematical skills. For example, she encourages counting and using vocabulary such as 'more' and 'less'. Her effective interactions with children help them to develop the skills they will need for future success.
- The childminder is a positive role model. She encourages children to develop good manners. Overall, children are encouraged to be independent. They confidently make choices in their play, and they happily tidy up when requested to do so. However, very occasionally, the childminder is quick to intervene, wiping children's noses rather than allowing them to try and do it themselves.
- Children learn to keep themselves healthy and follow good hygiene routines. They know to wash their hands before eating and have a good awareness of their own personal hygiene needs. The childminder ensures that children's various dietary requirements are met. Children benefit from daily outings in the fresh air. Their experiences are broadened as they visit local parks, the nearby beach and soft-play venues where they can be physically active.
- The childminder makes sure that she monitors her assistant's practice. She regularly meets up with other childminders, who share information to support good practice.
- The childminder prides herself on her working relationships with parents. Parents speak highly of her and are extremely happy with the care that is provided. The childminder keeps parents up to date with their children's progress and offers advice on how they can support their children's learning at home. However, links with the other settings that the children attend are not as strong as they could be.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs of abuse and knows how to respond to any concerns she may have about children in her care. She understands the need to identify any children who may be at risk of harm from extreme behaviours and views. The childminder knows how to respond should there be any allegations made towards her. She completes regular safeguarding training to keep her knowledge current. The childminder supervises children well. She carries out risk assessments of her home and undertakes daily checks to ensure the environment is safe for children to play in.

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
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ensure that Ofsted is provided with the required information regarding individuals who work at the setting so that relevant suitability checks can be carried out.	14/12/2023
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To further improve the quality of the early years provision, the provider should:

- develop ways to strengthen the relationship with other settings the children attend so that there is an even more effective method for sharing knowledge and understanding about children's learning and development
- provide even more opportunities for children to carry out their own self-care routines to help extend their independence and confidence further.

Setting details

Unique reference number	EY405913
Local authority	Redcar and Cleveland
Inspection number	10312076
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	2 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 April 2018

Information about this early years setting

The childminder registered in 2010 and lives in Redcar, Cleveland. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 setting.
- 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. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke with parents during the inspection and took account of their written views provided for the inspection.

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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