

Inspection date	20 January 2015
Previous inspection date	21 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has not fully embedded systems to build on the two-way sharing of information with parents.
- The childminder does not ensure that all areas of learning are being fully covered.
- The childminder's evaluation of her practice lacks rigour. This does not fully promote continuous improvement.
- The childminder does not make good enough use of the observations and assessments of children's learning to assess children's starting points in learning and to ensure that activities provide a good level of challenge for all children.

It has the following strengths

- The childminder suitably safeguards and promotes children's welfare. She has a clear knowledge and understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect.
- The childminder engages appropriately with the children, encouraging conversations through discussion and asking questions. This helps to develop their speaking skills.
- Children play in a clean and well-kept environment and have formed positive attachments with the childminder. As a result, children feel secure and settled.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from regular and accurate observations and assessments of the children more precisely when assessing children's starting points and when planning activities, in order to ensure planned and purposeful-play that fully considers all children's stage of development
- improve the two-way sharing of information with parents to involve them further in their child's learning and development and use the information gained from parents to inform the planning of activities
- develop the educational programme further to ensure that all areas of learning are fully covered, with specific reference to the use of technology.

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

- develop more rigorous self-evaluation which takes into account the views of parents and children, to clearly identify strengths and weaknesses and to set targets to improve practice and learning outcomes for children.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector looked at children's learning and development records, a selection of policies and children's records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and conducted a joint observation with the childminder.
- The inspector took account of the information provided through written parental comments provided for the inspection.

Inspector

Julie Morrison

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides children with a suitable range of activities which promote their learning and development across most areas of learning. The quality of teaching is generally satisfactory. The childminder uses different opportunities to extend children's communication skills, such as through reading stories and asking children a range of open-ended questions. For example, the childminder encourages children to name the colour and shape of large buttons as they thread them onto string. This also supports children's physical skills. As a result, children are suitably supported to develop the skills required for starting school. However, systems to assess children's starting points and the progress they are making are not robust. In addition, the childminder does not make good enough use of her observations and assessments of children's progress to plan activities which are based on children's next steps in learning. As a result, some activities lack sufficient challenge, especially for more able children. The childminder keeps parents adequately up to date about their child's learning, for example, through verbal feedback. However, the childminder has not yet been successful in engaging further with parents to obtain more detailed information about children's learning from home.

The contribution of the early years provision to the well-being of children requires improvement

Children's personal, social and emotional development is appropriately fostered by the childminder. They develop close attachments with her which are evident as they come to her for cuddles. Consequently, children are happy and settled in her care. The childminder works with parents prior to children starting to obtain relevant information, such as children's medical needs, sleep patterns and comforters. This promotes a smooth move for the child, from home into the childminder's care and means that the childminder has a suitable understanding of children's individual needs. The childminder provides a safe environment for children to play. Resources are age-appropriate and some are stored at low-level so that children can access them independently. The childminder appropriately supports children's good health. For example, she prepares healthy meals which take into account children's dietary requirements.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has an adequate understanding of her responsibility to meet the safeguarding and welfare requirements. As a result, all documents and procedures to support children's health, safety and well-being are in place. However, the childminder does not ensure that all areas of learning are covered in the programme she provides. Resources and activities to support children's understanding of technology are limited. The childminder has made variable progress in addressing the recommendations raised at the previous inspection and her evaluation of her own practice is not sufficiently robust. The childminder does not fully take into account the views of parents and information gained about her practice is not used well enough to inform a clear improvement plan in order to prioritise areas for development.

Setting details

Unique reference number	312710
Local authority	Redcar & Cleveland
Inspection number	876910
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	21 June 2010
Telephone number	

The childminder was registered in 1994. She lives with her husband and adult son in Middlesbrough. The whole of the ground floor, except for the conservatory, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Wednesday, and from 8am to 9am and then 3pm to 6pm on Thursday and Friday, except bank holidays and family holidays.

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