

Childminder Report

Inspection date

5 May 2015

Previous inspection date

20 April 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Good	2
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 does not assess children's progress accurately enough, so she does not have a clear picture of each child's stage of development.
- The quality of teaching is not consistent. This is because the childminder does not always take account of children's development levels when carrying out some activities.
- The childminder does not always identify areas of development, where support may be needed, when carrying out the progress check for children aged between two and three years.
- Self-evaluation is not yet precise enough to fully identify and plan priorities for improvement.

It has the following strengths

- The childminder promotes healthy lifestyles, by providing children with healthy snacks, and promoting their physical development through regular attendance at various groups and outdoor play.
- Children are well safeguarded, because the childminder has a good knowledge of safeguarding procedures, which helps to keep children safe.
- The well-qualified childminder creates a warm, caring environment where children are happy and settled. She is sensitive and promotes their emotional well-being. As a result, children form secure attachments with the childminder.

What the setting needs to do to improve further

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

- develop the use of assessment, to identify progress in children's learning and identify any gaps, or areas where children may need support
- raise the quality of teaching and learning opportunities for children, by ensuring that all activities take into account their individual needs, and provide them with sufficient interest and challenge
- ensure progress checks for children aged between two and three years clearly identifies if additional support is required.

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

- improve self-evaluation, by prioritising targets for improvement that will raise the overall quality of practice and the level of children's achievements.

Inspection activities

- The inspector observed activities in the childminder's house, and spoke with the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at the children's records, planning documentation, evidence of the suitability of household members, and a range of other documentation, including policies and procedures.
- The inspector took account of the views of the parents through their written feedback.

Inspector

Julie Campbell

Inspection findings

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

The childminder has an adequate understanding of the Early Years Foundation Stage. She knows the children well and provides activities based on their interests. She has some understanding of the assessment process, and carries out observations of children while they play. However, she does not use the information gained to effectively plan for the next steps in children's learning. As a result, children are not making the best possible progress from their starting points. The childminder provides a satisfactory range of resources and activities. However, the quality of teaching requires improvement, as some adult-led activities are not appropriate and do not meet the learning needs of all children. For example, the childminder provides pictures of farm animals and their young for children to match. She does not consider younger children's understanding of the activity or their individual stage of development. As a result, children only engage in the activity briefly. Children enjoy looking at story books with the childminder. She involves them in the story about animals. As a result, children are developing their language skills.

The contribution of the early years provision to the well-being of children is good

Children enjoy fresh air and exercise. Children benefit from a spacious outdoor area and attend a playgroup where they are able to develop their physical skills. The childminder actively promotes children's understanding of a healthy diet at mealtimes. Parents provide a healthy lunch for their children and the childminder provides a range of healthy snacks. The childminder reminds children of the importance of handwashing. This effectively supports their understanding of living a healthy lifestyle. The childminder encourages children to share toys, take turns and develop their confidence and independence. Consequently, children are developing some of the skills needed for their next stage in learning. Children's behaviour is very good and is managed effectively. The childminder is a good role model and encourages good manners. For example, she responds with praise when children say please, thank you and pardon me. The childminder praises children for their efforts and achievements, which develops their self-esteem.

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

The childminder has an understanding of the requirement to complete the progress check for children aged two and three years. However, these are not precise enough to clearly identify if additional support is needed. The childminder has a safeguarding policy in place and demonstrates a good understanding of possible symptoms of children at risk. She attends regular training and ensures her first-aid and safeguarding knowledge is up to date. The childminder uses risk assessments to help minimise hazards to children in her setting. The childminder forms friendly relationships with parents, and shares information with them on how their children's day has been and what they have been doing. The childminder understands the importance of working with other settings and professionals. Systems for evaluating practice are developing. However, these are not yet fully robust to ensure they have a positive impact on the care and development of children.

Setting details

Unique reference number	312640
Local authority	Middlesbrough
Inspection number	868097
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	20 April 2009
Telephone number	

The childminder was registered in 1996, and lives in the Marton area of Middlesbrough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4.

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