

Childminder Report

Inspection date

17 September 2015

Previous inspection date

1 March 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder does not have sufficient knowledge of how to safeguard children. She does not understand what to do if she is concerned about a child and does not have a clear procedure for safeguarding children.
- The childminder does not understand the learning and development requirements of the Early Years Foundation Stage and has insufficient knowledge of the seven areas of learning. Consequently, the quality of teaching and planning for children's learning is weak.
- The childminder does not demonstrate a clear understanding of how to effectively assess children's learning. This includes the requirement to complete a progress check for children aged between two and three years. As a result, she is unable to ensure children are suitably prepared for the next stage in their learning.
- The childminder reflects on her practice but evaluations do not sufficiently focus on how to best support children's progression. She does not engage in professional development to develop her teaching skills. Therefore, her capacity to improve outcomes for children is weak.
- The childminder misses opportunities to develop children's independence during activities and routines.

It has the following strengths

- Parents are happy with the care provided by the childminder. She uses a daily diary to keep them informed about their child's day.
- The childminder knows children well and is responsive to their care needs. Her gentle, caring approach ensures children feel confident, secure and happy in her care.
- The childminder supports children's developing language skills well.

What the setting needs to do to improve further

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

	Due Date
■ keep and implement a written statement of procedures to be followed, in order to protect children being cared for from abuse and neglect	30/10/2015
■ ensure that learning and development requirements are met and fully understood, in order to strengthen teaching, planning for children's learning and to effectively support children's good progress in all areas of learning	11/12/2015
■ ensure effective arrangements for assessment are implemented and fully understood, including the progress check for children aged between two and three years	11/12/2015
■ gain a secure understanding of safeguarding procedures so that prompt and appropriate action can be taken if a concern about a child's welfare is identified.	30/10/2015

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

- strengthen the evaluation of practice to focus on promoting good outcomes for children and identify key areas for improvement, including professional development
- maximise opportunities for children to develop independence during daily routines and activities.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as observations and records of attendance.
- The inspector took account of the views of parents during the inspection.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The childminder knows the signs and symptoms of abuse. However, children are not fully protected because the childminder does not know who to contact if she has a concern. Therefore, she is not able to respond quickly to protect children from harm. Recommendations from previous inspections have not been fully met. There have been minor improvements to how the childminder evaluates her provision. However, evaluation has failed to identify the childminder's lack of knowledge of the learning and development requirements. This means that a further breach of the statutory requirements and key weaknesses requiring development have not been identified and addressed. The childminder does not actively seek to improve her knowledge. As a result, she does not have the necessary skills and knowledge to support children's progress in all areas of learning.

Quality of teaching, learning and assessment is inadequate

The childminder has changed the way she manages information about children's development since her last inspection. She observes children, records their achievements and shares this information with parents. This helps parents to be involved in their children's learning. Despite this, she remains unable to plan effectively for children's learning because she does not have a secure knowledge of the areas of learning or the typical levels of development for the age ranges of the children in her care. Therefore, she is unable to accurately assess children's progress, identify appropriate next steps in their learning or tailor her teaching to their needs. This means that much of the learning that takes place is incidental, not planned. Children's experiences, although enjoyable, do not challenge them enough to help them make good progress towards their early learning goals. The children learn some new skills because the childminder instinctively supports them in their play. For example, she reinforces emerging mathematical skills as she counts along with children during activities.

Personal development, behaviour and welfare are inadequate

The childminder forms warm relationships with children and gives them lots of praise. This helps them to feel valued and secure and they are happy in their care. The childminder knows the children's care needs and meets them quickly. This supports their emotional well-being. However, breaches in the safeguarding requirements have a significant impact on the childminder's ability to fully promote their welfare. The environment is well resourced and children make choices in their play. They spend much of their time outdoors which promotes their physical development and well-being. The childminder provides nutritious meals and teaches children how to keep themselves healthy. At times, the childminder does not allow children to attempt tasks for themselves which inhibits their ability to develop their independence as well as possible. The childminder sets a good example for children in relation to manners and respect. As a result, children behave very well and are developing a strong understanding of the needs of others. Children learn about their own community and the wider world.

Outcomes for children are inadequate

Although all children demonstrate that they are meeting the expected levels of development typical for their age, it is not possible to determine the rate of progress they make because the childminder has not effectively tracked their development. She has insufficient knowledge and skills to support children to make the best possible progress towards the early learning goals. Therefore, children are not supported in the best possible way to prepare them for their future learning.

Setting details

Unique reference number	403031
Local authority	Northumberland
Inspection number	1027639
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	1 March 2011
Telephone number	

The childminder was registered in 1994 and lives in Northumberland. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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