

Childminder Report

Inspection date

10 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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 quality of teaching is poor and does not enable all children to make good progress in their learning. The childminder does not use good teaching methods to help children investigate and explore. There are limited questions used to encourage children to think critically during play. Toys and resources to suit the appropriate age and stage of development of children are not provided.
- The childminder does not review the quality of her provision. She does not identify weaknesses to enable her to make effective improvements. The childminder does not routinely gather the views of children and parents to inform self-evaluation procedures.
- The childminder has a tracking system in place to monitor children's progress. However, this is not used effectively, meaning inaccurate assessments of children's learning and development are made and shared with parents. The childminder does not use accurate information to help her plan activities to support children to move on in their learning.
- The childminder has low expectations of what children can do for themselves. She does not actively promote children's independence and their ability to manage their own care needs. She is not always vigilant in ensuring children stay healthy. For example, children drink from the same feeder cup after lifting it from the floor.
- The childminder does not provide a good range of resources that promotes positive images. Children are not able to learn through their play about the similarities and differences between themselves and other people.

It has the following strengths

- Children form warm and caring relationships with the childminder. They are happy and settled in her care. This helps to promote children's emotional well-being.

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
■ provide opportunities for children to develop their thinking skills and create their own ideas through play	02/05/2016
■ ensure children's health and well-being are catered for and risks of cross-contamination are minimised	02/05/2016
■ provide opportunities for children to develop their independence skills and prepare confidently for their next stage in learning	02/05/2016
■ develop opportunities for children to learn through their play about the similarities and differences of others	02/05/2016
■ ensure assessments of children's learning and development are an accurate representation of children's progress for parents and that these are used to plan activities that offer a good level of challenge and support children to make good progress.	02/05/2016

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

- implement systems to evaluate the quality of the provision and gather the views of children and parents.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults in the household.
- The inspector took into account the views of children and parents during the inspection.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is inadequate

The childminder has monitoring systems in place to track the progress children make in their learning. She then shares this information with parents. However, assessments are inaccurate. The childminder has not identified gaps in children's learning or put a plan of action into place to support them to make good progress in their learning. The arrangements for safeguarding are ineffective. Although the childminder has policies and procedures in place to safeguard children, she is not always vigilant in ensuring their well-being. For example, children drink from each other's cups after they have been on the floor. The childminder has attended regular training opportunities. However, she is not proactive in driving improvement forward. She does not evaluate the quality of her provision or gather the views of children and parents to identify areas for improvement.

Quality of teaching, learning and assessment is inadequate

The childminder does not offer a stimulating environment for children to explore and develop their natural curiosity. The range of toys and activities is limited and does not offer an appropriate level of challenge for children to make good progress. The childminder engages in tasks, such as tidying up, rather than offering positive interactions with children. She does not demonstrate high expectations of children and teaching does not meet children's needs. Although the childminder is aware of the seven areas of learning, she does not accurately observe children. This leads to inaccurate assessments, which are shared with parents. The childminder does not offer opportunities to extend children's learning. They become easily distracted during self-chosen activities. To occupy children, the childminder provides them with an electronic tablet on which they play a game of popping balloons with their finger.

Personal development, behaviour and welfare are inadequate

The childminder does not have a good range of resources that promotes positive images. Therefore, children do not have regular opportunities to learn through their play about the similarities and differences between themselves and other people. Children benefit from varied, healthy choices at snack time and extend their physical skills in the childminder's garden as well as local parks and soft play centres. Due to lack of motivation in activities children are not well engaged in their learning. Children are not provided with age-appropriate tasks. They are not encouraged to do things for themselves. This does not help to promote children's independence skills or their understanding of cooperation.

Outcomes for children are inadequate

When some children start with the childminder, their skills, knowledge and understanding are typically well below those for their age. There are particular weaknesses in their personal, social and emotional development and in their communication and language. Children continue to underachieve as their individual needs are not met. Their skills are not well developed through a range of purposeful activities. The gaps in children's learning are too wide in comparison to their peers. Children are not well prepared for their next stage in learning.

Setting details

Unique reference number	EY478546
Local authority	Stockton on Tees
Inspection number	981823
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Billingham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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