

Childminder Report

Inspection date	5 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder does not make sufficiently accurate assessments of children's learning to ensure they are suitably challenged through planned activities and teaching strategies that are well matched to their individual needs.
- The childminder has not fully explored all opportunities to promote professional development and keep up to date with the learning and development requirements.
- Self-evaluation does not always identify all weaknesses in practice and knowledge, in order to fully promote children's welfare and learning.

It has the following strengths

- Children are happy, settled and clearly enjoy their time with the childminder. They form secure attachments with her and delight in the abundance of cuddles and affection they receive.
- Children are confident and self-assured. They proudly show off their work and achievements for which they receive much praise.
- Partnerships with parents are well established. The childminder works effectively with parents to share information about children's care needs and the progress they make.

What the setting needs to do to improve further

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

- | | Due Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ improve assessments of children's learning, so that expectations of their capabilities are raised and planned activities are more closely linked to their next steps to help them make better progress in their learning and development | 03/05/2016 |
| ■ improve knowledge of the learning and development requirements to gain the necessary skills and improve the quality of teaching. | 04/07/2016 |

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

- strengthen self-evaluation processes to identify areas for improvement more accurately, including professional development needs, to improve knowledge and skills and to help children achieve better outcomes.

Inspection activities

- The inspector observed the childminder's practice and her engagement with children throughout the inspection.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability, qualifications and training completed by the childminder.
- The inspector viewed children's files and assessment records, relevant policies, procedures and health and safety documents.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder is secure in her knowledge of how to identify and respond to any concerns regarding the welfare of a child in her care. The childminder is well qualified, she reads childcare and education publications and attends essential training. For example, most recently, the childminder attended first aid and safeguarding courses. However, the childminder is not building on her knowledge of teaching practices and other early years topics strongly enough to ensure the highest level of teaching and implementation of the Early Years Foundation Stage is achieved. The childminder does not make the best use of her evaluation methods. She does not always identify weaknesses in her practice and knowledge, in order to fully promote children's welfare and learning.

Quality of teaching, learning and assessment requires improvement

The childminder provides a suitably resourced environment where children lead their own play and follow their ideas. However, the childminder does not plan challenging experiences and activities based on a secure understanding of children's learning needs. For example, assessments do not accurately identify children's next steps in learning and planning is not sufficiently linked to what children need to do next, in order to progress further. Children use their imaginative skills well as they pretend to make cups of tea and cut slices of cake in the role-play kitchen. They develop their physical skills, including their hand-to-eye coordination, while they position pieces on felt pictures. The childminder promotes communication and language skills as she asks differently posed questions.

Personal development, behaviour and welfare require improvement

The childminder meets children's emotional and physical needs well. She gathers relevant information about children's routines before they start which helps children to quickly settle. The childminder is attentive to children's needs and offers a warm and nurturing response to their requests. Children behave well. The childminder acts as a good role model, using manners and positive behaviour management. The childminder encourages children's good health. For example, she provides nutritionally balanced meals and snacks. Children learn to manage risks, such as handling tools with care, and develop an awareness of the importance of staying within agreed boundaries.

Outcomes for children require improvement

Children are not making the best possible progress in their learning. However, they are becoming socially, physically and emotionally ready for school. For example, children develop their social interaction skills as they mix with their peers during visits to toddler group. They learn to share, take turns and begin to make friendships. However, the childminder's lack of up-to-date knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage mean that outcomes for children require some improvement.

Setting details

Unique reference number	EY479825
Local authority	Northumberland
Inspection number	984185
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in South Beach, Blyth. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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