

# Childminder Report

**Inspection date**

26 April 2016

Previous inspection date

8 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
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 has not successfully addressed the actions and recommendations raised at the previous inspection. Self-evaluation procedures are not robust. The childminder does not precisely target areas of improvement to raise the quality of her provision. She does not routinely gather the views of children and parents to help her identify weaknesses in practice.
- Although the childminder shares information with parents about their child's learning, on occasions, she misses opportunities to encourage them to contribute to their children's starting points.
- The childminder sometimes over directs children's activities and focuses too heavily on the end result. Activities do not always offer a good level of challenge.
- The childminder does not always successfully identify her further professional development needs to enhance her existing knowledge and skills.
- The childminder misses opportunities to fully develop children's understanding of diversity beyond their immediate experiences.

### **It has the following strengths**

- The childminder is a good role model. Children are well behaved and follow simple instructions.
- Children play with musical instruments and make various sounds. Children move and dance in various ways as they shake bells wrapped around their wrists. This helps to support children's creative skills.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure activities offer a good level of challenge and provide opportunities for children to lead their own learning	27/05/2016
■ develop assessment systems to successfully gather information from parents regarding their children's starting points.	27/05/2016

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

- develop self-evaluation systems to identify areas of weakness and gather the views of children and parents to inform priorities
- develop systems to identify more precise training opportunities to enhance the quality of teaching
- develop further opportunities for children to develop an understanding of diversity beyond their immediate experiences.

### 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, including the childminder's self-evaluation 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 requires improvement**

The arrangements for safeguarding are effective. The childminder has policies in place and demonstrates an understanding of the procedure to follow should she be concerned about the welfare of a child in her care. She regularly checks her provision for potential hazards. This helps her to provide a safe environment for children. Although the childminder keeps up to date with basic training requirements, she does not access more targeted training to enhance her existing knowledge about how children learn. The childminder has recently introduced a tracking system to review the progress children make towards the early learning goals. Self-evaluation is not precisely targeted to identify areas of development. The childminder does not routinely gather the views of parents and children to support her to raise the quality of her provision.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is not yet good. On occasions, the childminder over directs activities and focuses on the end result. Despite this, children are engaged in their play. Children collect items and place them in their handbags, acting out real-life experiences. Children spend time completing peg puzzles, turning the pieces around to fit them correctly into place. Children recite different animal sounds back to the childminder after correctly identifying where they belong in the puzzle. This helps to support children's communication skills. The childminder completes regular observations and assessments on children's learning and shares these with parents. Children make choices about what toys and activities they would like to play with. However, children have less opportunity to develop an awareness of people and communities beyond their own.

### **Personal development, behaviour and welfare require improvement**

The childminder does not always gather precise information from parents about what their child knows and can already do. She provides children with a range of resources they can choose from and follows children's lead during play. Children invite the childminder into their play. They are well behaved and follow simple instructions. The childminder offers regular praise and encouragement. This helps to support children's emotional well-being. Children show close attachments to the childminder and climb onto her knee for cuddles. This demonstrates that children feel safe and secure. Children have opportunities to extend their physical skills through daily exercise and regular outings. The childminder provides children with regular drinks and snacks. This helps to promote healthy lifestyles. The childminder works closely with other childminders and plans trips and attends toddler groups. This helps to support children's social skills.

### **Outcomes for children require improvement**

Activities do not always provide a good level of challenge to support children to make the best possible progress in their learning. Children have access to early writing materials and begin to talk about the marks they make. They demonstrate confidence when talking to visitors and are familiar with the daily routine. Children are developing self-care skills and follow good hygiene practices. They develop basic skills needed for future learning.

## Setting details

<b>Unique reference number</b>	EY333770
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	1042676
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 February 2013
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Hebburn, Tyne and Wear. She operates all year round from 6.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

