

Childminder Report

Inspection date

17 May 2016

Previous inspection date

27 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is variable and not yet consistently strong. Sometimes, the childminder does not provide enough support to sustain children's engagement or extend their thinking and learning as they play.
- The childminder does not always use assessment to identify exactly where children are in their learning, in order to help identify and prioritise where support is needed.
- Self-evaluation is not fully effective. The childminder has not evaluated the quality of teaching to identify where she can improve the overall standard. As a result, professional development has not focused on raising the quality of her and her assistant's teaching.

It has the following strengths

- The childminder provides a range of resources, activities and outings that supports the development of children's communication, physical and social skills.
- Relationships with parents are strong and parents' feedback is positive. They are kept informed about how their children are developing and are given some ideas on how to support their children's learning at home.
- The childminder provides a welcoming environment. Children clearly enjoy the time they spend with her. The childminder and her assistant are warm and friendly. Children display confidence and independence in their care. This helps to reinforce their sense of belonging.
- The childminder keeps the setting safe and ensures that children are supervised at all times.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure assessments are carried out on a regular basis to help understand children's level of achievement and to plan support that helps them to make good progress in their learning	31/05/2016
■ improve the quality of teaching so that children benefit from consistently good quality interaction and adult support.	31/05/2016

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

- improve the self-evaluation process so that strengths and weaknesses are accurately identified, and plan for ongoing professional development in order to develop existing knowledge and enhance teaching skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder, assistant and children throughout the inspection.
- The inspector looked at children's records, observation and assessment files and a selection of policies.
- The inspector took account of parents' views from the written documentation they had provided for the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living and working in the home.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder and assistant know the appropriate action to take if they have concerns about a child. The childminder reviews her practice to ensure that all requirements and procedures are in place and understood by her assistant. However, she does not reflect on her own or the assistant's practice sufficiently to drive improvements and ensure the quality of her provision is consistently good. She does not sharply focus ongoing professional development plans on continuing to enhance the quality of her teaching skills. The childminder has addressed some of the previous actions and recommendations. She understands the importance of liaising with other early years settings that children attend.

Quality of teaching, learning and assessment requires improvement

The childminder sets out resources and provides activities that she knows interest the children and that they will enjoy taking part in. She makes regular observations of children's learning and is aware of their current interests. Assessments are generally accurate. However, they are not always up to date, which means the childminder is not always prioritising where children need the most support. The childminder and assistant play alongside children, generally, supporting their learning and development. However, occasionally they do not provide enough support to sustain children's engagement or extend their thinking and learning as they play. The well-qualified childminder and her assistant do use some good teaching strategies. For example, they model and repeat words, engage children in conversations and ask questions. This helps children to develop their speaking and listening skills.

Personal development, behaviour and welfare are good

Children develop good relationships with the childminder and her assistant who are sensitive to children's needs and interact positively with them. Toys and resources are accessible to children to enable them to make choices about their play. Both the childminder and her assistant manage children's behaviour positively and use praise and encouragement effectively to boost children's self-esteem. Children are supported in developing an understanding of healthy lifestyles. The childminder provides nutritious snacks and meals each day. Children enjoy daily opportunities for exercise in the garden, promoting their health and well-being. Regular trips to the local parks and other community venues provide children with additional opportunities to learn about the wider world.

Outcomes for children require improvement

Although children are motivated and inquisitive, the childminder does not always make the most of all opportunities to extend their learning and promote their good progress. Nevertheless, children make steady progress in their learning. Children are independent in their self-care skills, such as putting on their shoes and coat. They can understand and follow instructions. Therefore, they are developing some of the skills they need for their future learning and their eventual move on to school.

Setting details

Unique reference number	EY271663
Local authority	Northumberland
Inspection number	1043477
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	27 November 2013
Telephone number	

The childminder was registered in 2003 and lives in Blyth, Northumberland. She operates all year round from 6.30am to 6.30pm, Monday to Friday, and 7am to 4pm, Saturday and Sunday, except during family holidays. She also provides overnight care. The childminder holds an appropriate qualification at level 3 and works with an assistant.

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