

Childminder Report

Inspection date

17 June 2016

Previous inspection date

6 December 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- Although the childminder has made some improvements since her previous inspection, the quality of teaching is not yet good. Activities do not always offer a good level of challenge. On occasions, children become distracted in their learning. The childminder misses opportunities to support children to manage their own feelings and behaviour.
- Self-evaluation is not accurate. The childminder does not routinely gather the views of children and parents to inform priorities and drive improvement forward.
- Partnership working with other professionals is not yet good. The childminder does not always make full use of opportunities to share effective information with others and to provide a continued approach to children's learning.
- Assessment procedures are not robust. Sometimes, the childminder misses opportunities to swiftly identify gaps in children's learning and put a programme of support in place. Children do not make good enough progress in all areas of learning.
- Communication skills are not fully supported. The childminder misses opportunities to encourage children to build their vocabulary and use more-complex sentences.

It has the following strengths

- The childminder supports children to develop an understanding of how to lead a healthy lifestyle. She takes children on regular trips and outings. This helps to support children's physical skills.
- The childminder supports children's social skills. She meets up with other childminders on a regular basis and supports children to join in with group activities.
- Children are provided with opportunities to learn about the similarities and differences between themselves and others.

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
■ ensure activities provide a good level of challenge and support for children to maintain their interest and become more motivated to learn	29/07/2016
■ develop assessment procedures to quickly identify gaps in learning and help to support children to make good progress in their learning	29/07/2016
■ develop partnerships with other professionals and other early years providers to fully support children's development needs and offer a continued approach to learning	29/07/2016
■ improve the educational programme for communication and language, developing opportunities to fully support children to build their vocabulary and use more-complex sentences	29/07/2016
■ improve the educational programme for personal, social and emotional development, developing opportunities to support children to manage their own feelings and behaviours.	29/07/2016

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

- develop existing self-evaluation procedures to accurately identify priorities and capture the views of children and parents to drive improvement forward.

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 that outline the steps to take should she be concerned about the welfare of a child in her care. She keeps up to date with mandatory training and changes in guidance and legislation. The childminder demonstrates an awareness of the signs and symptoms of abuse and has good recording systems in place. However, self-evaluation is not accurate. The childminder misses opportunities to engage children and parents in reviewing the quality of the provision and to drive improvement forward. Information is not always shared quickly and effectively. The childminder misses opportunities to make full use of relationships with other professionals to share precise information regarding children's learning and development needs.

Quality of teaching, learning and assessment requires improvement

Children have access to a range of resources and can make independent choices in their learning. They emerge themselves into imaginary play and re-enact real-life experiences. The childminder plans activities based on children's interests. Children play with insect jigsaw puzzles and correctly match the different animals. The childminder supports children to recognise shapes and turn the pieces to fit correctly. This helps to support children's mathematical understanding. However, activities offered do not always provide a good level of challenge. The childminder shares information with parents about what activities their children have participated in and their care routines. Although in the early stages, the childminder completes observations of children's learning and has recently implemented tracking systems to monitor children's progress.

Personal development, behaviour and welfare require improvement

The childminder is proactive in supporting children to develop good hygiene practices. Children are familiar with the daily routine and wash their hands after using the toilet and before mealtimes. The childminder supports children to make healthy choices and provides nutritious snacks. The childminder is warm and caring. Children respond to praise and encouragement. This helps to support their emotional well-being. The childminder offers a nurturing approach and sensitively follows the interests and needs of the children. Children demonstrate that they have close relationships with the childminder. They seek her out to share their experiences. However, on occasions, children become disengaged in their learning. The childminder misses opportunities to support children to manage their own feelings and behaviour.

Outcomes for children require improvement

Children are equipped with the basic skills needed for future learning. However, not all children make good progress towards the early learning goals. Children are confident learners and talk to visitors. However, their communication skills are not always fully supported. Children are not provided with enough opportunities to expand on what they say and begin to use more-complex sentences.

Setting details

Unique reference number	311782
Local authority	Gateshead
Inspection number	1036987
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	6 December 2012
Telephone number	

The childminder was registered in 1993 and lives in Gateshead, Tyne and Wear. She operates term time only from 7.30am to 6pm, Monday to Friday.

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