

Childminder Report

Inspection date

3 November 2016

Previous inspection date

4 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 assess children's progress regularly enough. This means that she does not have a clear picture of each child's stage of development.
- The childminder does not use her observations to accurately plan children's next steps in learning. She does not plan high quality, challenging experiences that help them make good progress.
- The childminder does not consistently exchange information about children's ongoing development with parents and other early years settings. This does not fully support continuity in children's learning.
- The childminder has not yet identified professional development opportunities to help improve the quality of teaching.

It has the following strengths

- Children have secure relationships with the childminder due to the strong bonds they develop in their time at her setting. Children are happy and settled and approach the childminder easily as she is warm and caring.
- The childminder promotes young children's early communication and language skills. She sensitively communicates with them and talks about what is happening during everyday routines and their play.
- The childminder provides children with good opportunities to develop their physical skills, both indoors and outdoors.

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 that assessments of children's progress are used effectively to identify any gaps in their learning or areas where they may need more support	13/11/2016
■ ensure that information gained from regular observations identifies children's next steps in learning and supports activities to extend their learning	13/11/2016
■ improve partnerships with parents and other settings and share information about children's learning.	13/11/2016

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

- identify a programme of professional development that increases skills and strengthens the quality of teaching.

Inspection activities

- The inspector discussed how the childminder monitors and assesses the progress children make.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.
- The inspector observed activities and evaluated these jointly with the childminder.

Inspector

Julie Campbell

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder, overall, has identified some strengths and weaknesses of her practice. However, she has not identified opportunities for professional development to enhance her teaching skills. The childminder has made some improvements since her last inspection. She now maintains records of children's attendance and has updated children's personal information. In addition, required documentation, such as public liability insurance and the registration certificate, are available for inspection. Arrangements for safeguarding are effective. The childminder demonstrates a suitable understanding of the possible symptoms of children at risk. She is aware of procedures to follow if she has child protection concerns.

Quality of teaching, learning and assessment requires improvement

The childminder has some understanding of the learning and development requirements of the early years foundation stage. While she makes some observations of children's play, she does not use these to plan appropriately challenging activities or the next steps in their learning. Assessment is not used effectively to identify areas where children may need more support to make consistent progress. Children's literacy and mathematical skills are well supported. Children share their favourite books and enjoy counting games. The childminder talks to children and takes time to listen to their response. This helps to develop their speaking and listening skills. The childminder provides a range of opportunities for children to learn about people and communities. She regularly takes children on visits to local attractions, including the beach and the park.

Personal development, behaviour and welfare require improvement

The childminder does not share information about children's learning with other settings or parents. This means that the continuity of learning for children is not fully supported. The environment is safe and welcoming. Children develop warm bonds and emotional attachments with the childminder. Flexible settling-in arrangements help to support children's sense of well-being. Children are happy and well settled at the childminder's home. They receive praise and appropriate support to raise their self-esteem and confidence. Parents are positive about the care and support the childminder gives to their children. Children benefit from good care practices and hygiene routines which support their self-help skills and independence. Children's behaviour is good. Interaction is positive and the children show they are attached to the childminder as they seek her out for comfort. The childminder encourages children to be polite and respectful.

Outcomes for children require improvement

Not all children are supported to make the best progress they can. This is due to the inconsistent approach towards observation and planning for children's learning. However, some children are gaining some skills necessary for their future learning, including school. For example, they develop their communication and listening skills as they talk with the childminder during activities. Children mix with other children, supporting their social and personal skills.

Setting details

Unique reference number	310085
Local authority	North Tyneside
Inspection number	1052761
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 4
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	4 May 2016
Telephone number	

The childminder was registered in 1995 and lives in Preston Grange, North Shields. The childminder operates all year round from 7am to 6pm, 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.

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