

Childminder Report

Inspection date	23 May 2017
Previous inspection date	28 July 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	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 childminder and her assistant provide potentially interesting activities. However, they do not have a clear enough understanding of the skills and knowledge children are acquiring and they do not provide challenge in order for children to progress further.
- The quality of teaching is not consistently good. The childminder and her assistant do not guide children's learning well enough during play.
- The childminder does not fully focus her professional development sufficiently on raising the quality of teaching and learning.

It has the following strengths

- The childminder has made some progress in addressing the actions from the previous inspection. She has introduced a clearer system to help monitor children's progress. However, she still needs time to completely embed this into her practice.
- The childminder and her assistant form strong partnerships with parents and other childcare settings children attend. They share information with them regularly, for example, through daily discussions and diaries. This helps to provide consistency in children's care.
- Children are well settled and secure. They have a good understanding of what behaviour is expected of them. For example, they learn to share, take turns and behave well.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve teaching to ensure that activities provided are further developed with a clear understanding of the skills and knowledge children are acquiring and provide challenge in order to maximise their learning 	20/06/2017
<ul style="list-style-type: none"> ■ ensure that children benefit from good quality interaction and adult guidance during activities, and engage in purposeful play. 	20/06/2017

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

- develop further the programme of professional development and improve teaching so that children make good progress in their learning.

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 held a number of discussions with the childminder and assistant. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistant understand their duty to keep children safe. They know how to recognise and report any signs that indicate a child may be at risk of harm. The childminder assesses risks well to help make her home a safe place to play. She provides her assistant with some supervision and support. They have both accessed training and this has helped to enhance some aspects of their practice. For example, first-aid training has a positive impact on children's safety and well-being. However, the childminder has not focused sufficiently on developing her knowledge of teaching and learning, and so teaching requires improvement.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistant observe children as they play and have a general awareness of how children learn and where they are in their development. However, they lack some knowledge and confidence on how to use this in practice. This means that some of the planned activities do not support what children need to learn next or provide sufficient challenge to enable children to make good progress. The childminder provides the children with opportunities to make their own choices about what they would like to do. For example, children choose to play outside and show interest in the collection of sticks, leaves and other natural objects. They play with small-world animals and attempt simple puzzles. As they play the childminder and her assistant provide some interaction, although this is largely supervisory. They do not provide enough support to sustain children's engagement and fully support their learning. Occasionally, children will often only stay with an activity for a short period of time.

Personal development, behaviour and welfare are good

Children settle well and soon begin to develop confidence to explore. The most able children show how safe they feel when they express their wishes and needs. The childminder has developed the outdoor environment so that children have free access to a range of toys and resources. Children particularly enjoy being outside. The childminder teaches children how to be healthy. For example, children they wash their hands after playing outside and before meals. They have healthy meals and the childminder helps them to recognise when they need to drink water during the day.

Outcomes for children require improvement

The quality of teaching is inconsistent. Despite this, children including those who have special educational needs are gaining some important skills to support their next stage of learning. For example, they develop their physical skills well. They enjoy climbing, making marks with pencils and chunky chinks, and show a sense of pride in their achievement. Children regularly mix with other children at groups and develop appropriate social skills.

Setting details

Unique reference number	EY261085
Local authority	Durham
Inspection number	1085363
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	28 July 2016
Telephone number	

The childminder registered in 2003 and lives in Peterlee. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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