

# Childminder Report

<b>Inspection date</b>	16 June 2017
Previous inspection date	15 June 2015

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

## Summary of key findings for parents

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

- Self-evaluation is weak and does not support continuous improvement. The childminder has not taken opportunities to develop her knowledge and skills through professional development.
- The childminder has not maintained a daily record of the hours that children attend.
- There are times when the childminder does not support children's understanding of good behaviour as well as possible.
- At times, the childminder does not support children to learn about responsibility and encourage them to do simple things for themselves.

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

- The childminder provides challenging activities and experiences that promote children's development across all areas of learning. She identifies when children need more support and tailors her teaching to help them make better progress.
- The childminder provides an effective balance of adult-led activities and opportunities for children to explore their own ideas during play.
- An effective two way flow of information helps the childminder and parents share details of children's achievements at home and in the setting. They regularly discuss ways to support children's learning and development in partnership.
- The childminder is caring and attentive. She responds swiftly to children's needs when they first start to attend. Children settle quickly and are happy and confident.

## 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
■ undertake appropriate professional development opportunities to help to continuously improve the quality of care and learning provided	30/06/2017
■ maintain a daily record of the names of children present and their hours of attendance.	30/06/2017

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

- improve the arrangements for self-evaluation to identify priorities for development and strengthen the capacity for continuous improvement
- make sure children are consistently given clear instructions to help them understand what is expected of them
- support children more consistently to develop independence skills and take responsibility for their own personal care.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector sampled documentation, such as the required policies and procedures and evidence of suitability checks carried out on people living and working at the premises.
- The inspector looked at written feedback from parents and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder does not identify areas for improvement when evaluating her practice. She has not taken steps to enhance her knowledge and build upon her skills. However, the childminder understands how young children learn. She monitors their achievements and supports them to make good progress. She has begun to strengthen partnerships with other settings that children attend. Safeguarding is effective. The childminder knows what to do if she is concerned about a child's welfare. However, she has not maintained a record of children's names and hours of attendance which compromises their safety in the event of an emergency. The childminder has taken effective steps to introduce her new assistant to her role and has plans for her continued supervision.

### Quality of teaching, learning and assessment is good

The childminder observes children to discover their current abilities and interests. She then plans activities based on these interests to support them to build on what they already know and can do. This helps children to be engaged in their learning. The childminder plans activities to meet the needs of the range of children who attend. For example, younger children explore paint with their fingers, while older children learn to master a range of tools for making marks. At song time, babies clap and dance along as older children join in with familiar words. Children use their imaginations as they pretend to talk on a toy telephone. The childminder supports their emerging language well, for instance, by repeating words back to them and asking questions as they play.

### Personal development, behaviour and welfare require improvement

The childminder teaches children positive hygiene habits that help them to learn about staying healthy. However, she is sometimes too quick to help children with tasks, such as washing their hands and managing their clothing. Also, she does not ensure older children clearly understand her expectations about their behaviour. Occasionally, she overlooks times when children do not pay attention or distract each other. However, children are kind to one another and develop early friendships. Children visit groups in the community and experience being part of a larger group. This helps to prepare them for when they move on to school. Children benefit from fresh air, exercise and nutritious snacks. This helps to promote their physical health and well-being.

### Outcomes for children are good

Children are curious and motivated to learn. They make choices as they explore the environment with confidence. Children achieve levels of development typical for their age range. Older children develop skills that give them a secure foundation for later learning in school. For example, they learn about the sounds made by letters in their name. Younger children begin to show pride and develop high self-esteem. For example, they smile and cheer when the childminder offers them plenty of praise as they play together.

## Setting details

<b>Unique reference number</b>	EY289090
<b>Local authority</b>	Durham
<b>Inspection number</b>	1092021
<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 - 4
<b>Total number of places</b>	7
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 June 2015
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Consett, County Durham. She operates all year round from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant who also holds a childcare qualification at level 3. The childminder provides funded early education for two- , three- and four-year-old children.

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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