

Childminder Report

Inspection date

20 July 2017

Previous inspection date

27 July 2016

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		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 put sufficient emphasis on professional development that helps to strengthen her knowledge and teaching skills. She does not evaluate her provision effectively to help identify the areas that need improvement.
- The childminder does not make good use of assessments to help establish accurate information about children's progress or to plan activities that build on what they need to learn next and challenge them further.
- The childminder does not involve parents in their children's ongoing assessment to fully support continuity of children's learning between home and the setting.
- The childminder does not consistently adopt good hygiene routines or help children to understand the importance of these.
- Children lack quiet time in the childminder's home without background noise; this sometimes distracts them from concentration and channelling their attention on activities.

It has the following strengths

- The childminder minimises risks within her home and on outings to ensure children's safety.
- The childminder is warm and caring towards children. From a young age, children are taught to be kind to one another, share toys and take turns. This helps children to learn to respect and tolerate others.

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 the assessments made of children's learning are accurate and effectively used to monitor progress and plan challenging activities that sharply focus on their precise learning needs	03/08/2017
■ ensure parents are involved in their children's ongoing assessments so that they can support children's learning better at home.	03/08/2017

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

- make sure that consistently good hygiene routines are followed and children understand the importance of these
- develop systems for self-evaluation and focus professional development further on raising the overall quality of practice
- enhance opportunities for children to concentrate and channel their attention and keep background noise to a minimum.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has taken some steps to ensure that previous actions and recommendations have been addressed. She has sought advice and guidance from her local authority adviser. However, she does not involve parents in assessments to better support children's learning. The childminder's professional development is not well targeted to strengthen overall practice and she does not evaluate her provision well enough. This means she is not always up to date with current knowledge and practices that will promote children's well-being and development to the highest level. Arrangements for safeguarding are effective. The childminder has a suitable understanding of how to safeguard children in her care. She knows signs that may indicate a child is at risk of harm and who to contact should she have any concerns.

Quality of teaching, learning and assessment requires improvement

The childminder has started to carry out observations and assessments of the children's progress. However, these are not always precise enough to ensure she has an accurate overview of children's current attainment. This means that any emerging gaps in children's learning are not always apparent at the earliest opportunity. Although children's next steps in learning are identified they are not always relevant as children have moved on in their development and they are not challenged. Generally, the childminder interacts with children well and sometimes extends their play. For example, she names the colours of the cars and invites children to listen to a story being read. The childminder talks with children as they play. However, their concentration and responses to her questions are limited as they are frequently distracted by the constant background noise from the television.

Personal development, behaviour and welfare require improvement

The childminder is attentive to children's individual routines and ensures they can rest when needed in safety and comfort. The childminder provides children with suitable guidance about her expectations for their behaviour. She encourages good manners and teaches children to share and take turns. However, the childminder does not always follow good hygiene routines. She does not ensure that children wash their hands before eating or that the changing mat is cleaned after each use. This does not promote children's well-being. The childminder takes the children on regular trips and visits. This means they have opportunities for fresh air and physical exercise and to develop their social skills as they mix with other children.

Outcomes for children require improvement

Children's progress is not monitored accurately and this means that gaps in their learning are not closing quickly enough. Nevertheless, children develop some of the key skills needed for the next stage in their learning. They make choices to help support their independence as they choose toys that they would like to play with.

Setting details

Unique reference number	953196
Local authority	Durham
Inspection number	1085353
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	27 July 2016
Telephone number	

The childminder registered in 2001 and lives in Peterlee, County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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