

Childminder Report

Inspection date

5 December 2017

Previous inspection date

4 August 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 have a secure understanding of all areas of learning. This has an impact on the quality of planned activities, which do not offer challenge to children.
- The childminder does not consistently encourage young children to share and build relationships with each other. This does not fully support their developing personal, social and emotional skills.
- The childminder has not enhanced her professional development to ensure she has a secure knowledge and understanding of how to help children make the best possible progress.

It has the following strengths

- Since the last inspection, the childminder has made positive changes to her assessments and has strengthened her partnerships with parents. This has had a positive impact on continuity of care and learning for children.
- The childminder understands how to help children develop their mathematical skills through their play, overall. Young children make good progress in this area of their learning and show accuracy using numbers and counting.
- Children have secure bonds with the childminder. They show they feel safe and explore the environment independently.

What the setting needs to do to improve further

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

Due Date

- develop an understanding of all areas of learning and use this knowledge to plan challenging, purposeful experiences which help children to make good progress. 06/01/2018

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

- provide positive clear messages to young children about social expectations and help them to develop good social skills and positive relationships with each other
- reflect on the impact of practice for children and identify clear areas for professional development to update skills.

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 to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder and her self-evaluation.
- The inspector obtained verbal and written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is not proactive in developing her professional skills and practice. She has not maintained her teaching skills to work with children. She does not have a secure understanding of how to plan activities which cover all the areas of learning. However, she has some basic understanding of children's typical developmental stages. Safeguarding is effective. The childminder understands her role to protect children and knows what to do if she has concerns about their welfare. She teaches children how to keep themselves safe in emergencies, for example, by practising regular fire drills. Self-evaluation is in place to help identify areas for improvement.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some planned activities lack challenge and focus for children and they quickly move on. For example, the childminder tries to engage young children in a numbered colouring activity. Children show good small-muscle skills and control over the crayons, however, the childminder does not enhance this to make it stimulating or extend their learning further. The childminder completes some appropriate observations of children's experiences and uses this information to contribute to their assessments. The childminder asks parents to share information about children's learning on entry and their ongoing learning at home. She includes this in their assessment information to promote continuity. The childminder understands the importance of sharing information with other settings children attend, such as school.

Personal development, behaviour and welfare require improvement

The childminder lacks consistency in helping children understand what is expected of them and does not help them to develop good personal, social and emotional skills. However, she praises young children when they show kindness to the babies and they have good levels of self-esteem. The childminder encourages children to develop independence and self-help skills. For example, she prepares young children to begin to use the toilet and babies begin to hold their own bottle. The childminder follows good procedures to help children settle in. She meets their individual care needs effectively, which has a positive impact on their well-being and promotes inclusion. The childminder provides a welcoming, clean, safe environment for children. She ensures they have opportunities for fresh air and physical exercise. This promotes their good health.

Outcomes for children require improvement

Children are not supported to make the best possible progress in every area of their learning, particularly in their personal, social and emotional development. However, children make good progress in their mathematical development. Children show consistent levels of engagement and enthusiasm in self-chosen experiences but lose interest quickly during planned activities.

Setting details

Unique reference number	EY480074
Local authority	Stockton on Tees
Inspection number	1107905
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	5
Number of children on roll	1
Name of registered person	
Date of previous inspection	4 August 2016
Telephone number	

The childminder registered in 2014 and lives in Eaglescliffe. She operates all year round from 7am to 6pm, Monday to Friday.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

