

# Childminder Report

<b>Inspection date</b>	17 January 2018
Previous inspection date	2 July 2014

<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		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 does not have a fully developed knowledge of all aspects of the statutory framework for the early years foundation stage. This means that she is unaware of some requirements that are essential for children's wellbeing, and for promoting their learning and development.
- The childminder does not always consider best practices for promoting children's health, particularly when attending to children's personal care needs.
- The information the childminder obtains about children when they start at her setting is not detailed. This means that she does not have an accurate picture of what children know and can do in order to plan effectively to meet their needs
- Assessments of children's development are not carried out in a timely manner by the childminder and do not always accurately reflect what children can do.

### It has the following strengths

- The childminder is aware of the strengths of her provision. She has started to think about ways to further develop her knowledge and understanding in order to improve the quality of her teaching. This includes developing a process for accurate assessments of children's progress.
- Parents report that they are kept up-to-date about what their children like to do. They describe new skills their children have acquired while in the childminder's care.
- The childminder offers praise and encouragement to children in her care. This promotes the children's confidence and enables them to take part in challenging activities.
- Children are well behaved, confident and sociable.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the existing processes for monitoring children's progress, so that gaps in development are identified and addressed effectively and in a timely manner.</li> </ul>	17/04/2018
<ul style="list-style-type: none"> <li>■ improve the arrangements for nappy changing so that the risk of cross-contamination is minimised or removed.</li> </ul>	02/02/2018

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

- develop their understanding of wider safeguarding matters, by accessing professional development opportunities.
- further develop their understanding of the statutory framework for the early years foundation stage by accessing professional development opportunities that will help keep them up-to-date with the most recent requirements.

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed all areas of the premises used for childminding including the indoors and outside learning environments.
- The inspector observed the childminder carry out an activity with the children and evaluated this with the childminder
- The inspector held discussions with parents about their views of the childminding provision.
- The inspector looked at a range of documentation including children's learning journals and assessments, evidence of the suitability of adults working and living on the premises, and a sample of the childminder's written procedures.

### Inspector

Louise Goodger

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for safeguarding children are effective. The childminder correctly describes how she would manage any child protection concerns, however, her knowledge of wider safeguarding issues needs developing. The childminder has identified areas of her provision that she feels are strong. This includes relationships with the children and their families, and the range of activities that the children can access. This is reflected in parent's views. They report that the childminder provides a warm and welcoming environment where children are well cared for. One parent describes that within a week of starting at the setting, her child had learnt a new nursery rhyme which was relayed to the rest of the family. However, the childminder's knowledge and understanding of some aspects of the statutory framework for the early years foundation stage is weaker. This compromises the quality of her provision.

### **Quality of teaching, learning and assessment requires improvement**

The childminder has effective methods for sharing information with parents about what children have enjoyed doing. However, activities are not accurately assessed and therefore the childminder is unable to demonstrate how she is planning challenging activities to help individual children's progression. Learning journals for each child contain annotated photographs of children engaged in activities, and links are made to areas of learning. However, information in these journals is not updated regularly. This means that children's progression over time is not monitored effectively. Additionally, statutory assessments of children at age two are inaccurate.

### **Personal development, behaviour and welfare are good**

The childminder has good relationships with the children in her care, and their families. For example, she recognises when a child needs to rest, acting upon their non-verbal cues. The childminder successfully communicates her expectations for children's behaviour and she supports children to meet these expectations. For example, she intervened in a minor disagreement before unwanted behaviour had a chance to escalate. The childminder knows the children's likes and dislikes, offering lots of praise to children. This encourages children to be independent and have the confidence to try more challenging tasks. Parents report that children settle quickly with the childminder and that they enjoy coming. The childminder does not follow hygienic procedures when changing children's nappies. This increases the risk of cross-contamination.

### **Outcomes for children require improvement**

Observations of children on the day of inspection demonstrate that they are meeting expected developmental milestones. However, the childminder's statutory assessments showed significant gaps in children's development. The childminder was able to describe what action she would take if children were not making sufficient progress, however, these strategies were not implemented for these children. This compromises the outcomes for children. That said, the childminder recognises that these assessments were inaccurate.

## Setting details

<b>Unique reference number</b>	EY390398
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	1042478
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 July 2014
<b>Telephone number</b>	

The childminder was registered in 2009. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives in the residential area of Roker in Sunderland. There are currently eight children on roll, of whom three are in the early years age range. The childminder is open from 7am to 6pm, Monday to Friday, for 48 weeks of the year.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

