

Childminder Report

Inspection date

14 March 2018

Previous inspection date

17 August 2017

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---------------------------------------------------------------|-------------------------|-----------------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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 fully take account of children's interests and individual needs when planning activities. Children are not fully supported to make choices about what they play with which does not motivate them to learn new things.
- The quality of teaching is variable. The childminder misses opportunities to promote children's communication skills and personal, social and emotional development. Children's next steps are not always well planned for which results in children making steady rather than good or rapid progress.
- The childminder does not always ensure confidentiality when sharing written records with parents.

It has the following strengths

- The childminder provides a suitable range of activities that support children's mathematical development.
- The childminder is a good role model, for example, saying 'please' and 'thank you' when talking to the children. She encourages children to share resources and to be kind to each other.
- The childminder helps children to be ready for the next stage in their learning, for example, as she encourages them to be independent when putting on coats and shoes.
- The childminder encourages children to keep healthy by providing a range of healthy snacks such as fruit and vegetables.

What the setting needs to do to improve further

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

| | Due Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ improve the quality of teaching to ensure that children are encouraged to make choices about what they play with | 02/04/2018 |
| ■ ensure that activities fully promote all of the primes areas of learning | 02/04/2018 |
| ■ ensure that activities take account of children's individual needs and interests and fully support the next steps in their learning and development. | 02/04/2018 |

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

- further improve the arrangements for sharing accident records with parents, ensuring that information about other children involved in accidents and incidents remains confidential.

Inspection activities

- The inspectors spoke to the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning.
- The inspectors looked at relevant documentation including accident and medication records, records of attendance and some written policies and procedures.
- The inspectors viewed the areas of the premises used by children.
- The inspectors took account of parent's views.

Inspectors

Ann Doubleday / Sarah Dimsdale

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Since the last inspection, the childminder has taken steps to update her knowledge of child protection procedures and has a sound understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder has started to evaluate her service. However, she has not yet identified weaknesses in the organisation of activities provided when she is inside the home, consequently teaching is variable. The childminder has developed appropriate relationships with the parents and shares details with them about children's progress.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Children enjoy taking part in shape sorting activities which promotes their mathematical development reasonably well. However, opportunities to promote children's communication and personal, social and emotional development are sometimes missed by the childminder. For example, children do not like the chosen song during the singing activity. The childminder does not discuss with the children the reasons why and does not choose alternative songs. As a result, some children quickly lose interest and leave the activity. The childminder encourages older children to use scissors during the craft activity which supports their physical development. However, some activities are not well organised and the childminder does not fully support children to make independent choices. For example, during the craft activity children want to select their own materials. However, the childminder gives the children glitter without allowing them to choose other materials. As a result, some children are reluctant to take part.

Personal development, behaviour and welfare require improvement

Children are happy and confident with the childminder. She knows their likes and dislikes well. The childminder helps children learn about how people are different as she answers their questions honestly regarding disabilities. Children are clear about keeping safe and healthy. For example, when a child wants the grapes to be kept at a large size, she carefully explains that they need to be cut up small so that they do not choke. She encourages children to eat healthy snacks such as chopped up fruit and vegetables. Distraction is used effectively to manage the behaviour of some children.

Outcomes for children require improvement

The childminder carries out regular observations of the children. She completes progress checks for parents and gathers information about what children enjoy at home. This helps to ensure that children are not at risk of falling behind in their learning and development. Outcomes for children are not yet good. Children develop some skills in readiness for school. However, the variable teaching and missed opportunities to support children's communication and personal, social and emotional development hampers this. Children do not make good progress in their learning and development.

Setting details

| | |
|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 501497 |
| Local authority | Sunderland |
| Inspection number | 1119988 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Name of registered person | |
| Date of previous inspection | 17 August 2017 |
| Telephone number | |

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Roker, Sunderland. There are currently 12 children on roll, three of whom are in the early years age group. The childminder operates all year round, from 6.45am until 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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