

# Childminder Report

**Inspection date**

23 May 2018

Previous inspection date

20 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Self-evaluation is poor. The childminder has failed to address actions raised during previous inspections. She has not strengthened her knowledge and skills sufficiently to enable her to raise the overall quality of practice and drive ongoing improvements.
- Teaching is weak. It is not sufficiently responsive to children's individual learning needs and preferences. Children do not make the best possible progress in their learning.
- Assessments of children's learning are ineffective. Although the childminder identifies children who are slower to develop some key skills, actions taken to address gaps in their learning are insufficient to help them catch up.
- The childminder has not developed partnerships with parents to help support children's care and learning more effectively.
- The childminder does not fully consider children's age and level of understanding when managing their behaviour.
- The childminder does not have a full and appropriate first-aid kit to help ensure that accidents and incidents are dealt with swiftly and appropriately.
- The childminder does not consistently promote high standards of hygiene or support children to develop an understanding of how to stay safe and healthy.

### It has the following strengths

- The childminder has a vibrant personality that enthuses children and they enjoy her company. They are at ease in her care and demonstrate a sense of belonging.
- Children benefit from praise that helps to raise their self-esteem.

## 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:**

	<b>Due Date</b>
■ implement effective systems for professional development to strengthen skills and knowledge, address weaknesses in practice and ensure that the overall quality of provision is improved	30/06/2018
■ improve teaching to ensure children's individual needs and interests are met and that their good progress in all areas of learning is consistently supported	30/06/2018
■ ensure that assessments are accurate and used effectively to address gaps in children's learning and help them to catch up	30/06/2018
■ develop ways to work with parents and share more information to help to meet children's care and learning needs effectively	30/06/2018
■ ensure that strategies for managing children's behaviour are appropriate and take account of their age and level of understanding	30/06/2018
■ ensure that the first-aid box contains contents that are appropriate for use with children	30/06/2018
■ use hygiene practices that ensure children are taught positive habits to help promote their good health and minimise the spread of infection.	30/06/2018

## Inspection activities

- The inspector toured the areas of the childminder's home that are accessed by children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at a range of documents that the childminder uses to support her practice. She looked at evidence of suitability checks carried out on persons living at the address.
- The inspector interacted with children during the inspection.

## Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The childminder has not reviewed her practice or developed her knowledge and skills sufficiently to help secure improvements. Actions raised at the last inspection have not been addressed. The childminder has developed partnerships with local schools that children attend. This helps children to feel confident when they move on from her care. However, partnerships with parents are not good enough. The childminder has not developed a successful two-way flow of information, including sharing details about children's care and learning needs. Children do not benefit from good continuity between the setting and home. Safeguarding is effective. The childminder knows what to do if she has a concern about a child's welfare. Although the childminder holds a valid paediatric first-aid certificate, she has not ensured that she is well-prepared to treat accidents effectively. The contents of her first-aid box had passed the expiry date and some items were unsuitable for use with children.

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

The childminder observes children at play and considers their achievements against those typical for their age. However, she does not have a secure understanding of the learning and development needs of the children in her care. Assessments of their learning are not consistently accurate and are not used effectively. Her plans for children's learning are not precise and do not support them well enough to build on their current skills and abilities. Generally, the childminder is attentive to children as they play. She joins in with their games and makes learning fun. For example, children cheer and clap as they play a ball game with her. The childminder provides activities that encourage children to explore using their senses. They learn to name shapes and colours as they search for beads in a sand tray. They thread the beads on to string, which helps to develop their physical skills.

### Personal development, behaviour and welfare are inadequate

Strategies to manage children's behaviour are not consistent and sometimes not appropriate. The childminder does not fully consider children's level of understanding when dealing with minor conflicts between them. They are not supported to manage their feelings and to understand the needs of others. The childminder does not teach children about the importance of how to stay safe and healthy. The childminder's hygiene procedures are not robust, for example, when supporting children who are toilet training. Children attend group activities in the local community and experience being part of a larger group. This helps them to develop confidence and some social skills.

### Outcomes for children are inadequate

Children are not supported to make enough progress in their learning. Some children do not achieve expected levels of development for their age. Gaps in their achievements are not addressed swiftly and effectively enough to help them to catch up in their learning. Children are not provided with sufficient opportunities to build on their knowledge and skills to help prepare them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	953196
<b>Local authority</b>	Durham
<b>Inspection number</b>	1110348
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 July 2017
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Peterlee, County Durham. The childminder holds an appropriate childcare qualification at level 3. She operates all year round from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays. She 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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