

# Childminder report

<b>Inspection date</b>	6 December 2018
Previous inspection date	17 December 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:	Met	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The childminder has not kept up to date with some of the recent changes to safeguarding guidance and legislation.
- The current programme for professional development is not yet targeted on raising the quality of the provision to an even higher level.
- The childminder does not always fully gather sufficient information from parents about their children's abilities and skills at the start of the placement. In addition, she has not explored further ways of encouraging parents to share their views and opinions regularly to support her self-evaluation process.

### It has the following strengths

- The childminder establishes partnerships with other early years settings that children attend. This creates a consistent and complementary approach to their learning.
- Children's behaviour is good. The childminder uses effective strategies and provides children with clear explanations to manage their behaviour appropriately.
- The childminder has a secure knowledge of children's individual interests and what they need to learn next to support their future development. This helps all children make good progress.
- Children are happy and content to explore their surroundings. They enhance their imaginations and learn about how things work as they investigate a selection of role-play resources alongside the childminder.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
increase understanding of wider safeguarding issues, with specific regard to current guidance and legislation.	03/01/2019

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

- focus more precisely on how professional development opportunities can be used to refresh skills and knowledge consistently
- extend ways to gain more-detailed information from parents about their children's capabilities on entry to the setting
- maximise opportunities for parents to contribute to the evaluation of the childminding provision to help to drive continuous improvement.

### Inspection activities

- The inspector viewed all areas of the childminder's home used by children and observed play and learning opportunities.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records and policies and procedures with the childminder, including evidence of qualifications and the suitability of all adults living in the household.

**Inspector**  
Rachel Enright

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder completes risk assessments on the indoor and outdoor environments to identify potential hazards and to minimise harm to children. She is fully aware of the categories of abuse and neglect and knows whom to contact if she has any child protection issues. Overall, the childminder recognises what signs and symptoms would give her cause for concern. However, she is less secure in her knowledge of wider safeguarding issues relating to the 'Prevent' duty. The childminder has attended mandatory training and forms relationships with other childminders to enable her to seek advice and guidance. However, professional development opportunities are not sharply focused to strengthen the quality of the provision consistently.

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

The childminder effectively uses the information gained from her observations to provide children with a wide range of engaging and motivating learning experiences. She fully understands her responsibility to complete the progress check for children between the ages of two and three years. The childminder continually talks to children and provides a running commentary during their activities. This helps to build successfully on their communication and language development. Younger children repeat words and link noises and sounds to their play, whereas older children comfortably join in with conversations. Overall, the childminder develops positive relationships with parents. She provides them with verbal feedback about their children's day to enable them to continue their children's learning at home. However, she does not always gain enough information as she can from parents about their children's skills on entry. Furthermore, the childminder does not actively obtain the views of parents to enable her to self-evaluate more efficiently.

### Personal development, behaviour and welfare require improvement

The weaknesses raised in leadership and management do not have a significant impact on children's welfare. Children develop good bonds and secure emotional attachments with the childminder. They respond well to her praise and demonstrate pride in their own achievements. The childminder makes good use of community activities to support children to enhance their social skills and build their interactions with others. She arranges outings in the local area to extend children's physical development. Children are encouraged by the childminder to develop their self-care skills and to follow good hygiene practices. This helps to support their awareness of healthy lifestyles.

### Outcomes for children are good

All children gain the necessary skills to prepare them for the next stage in their learning. Younger children show delight as they develop their creativity. They begin to use a selection of simple tools and equipment to extend their expressive art and design skills. Older children build their mathematical and literacy development. They recognise numbers, give meanings to the marks they make and practise their early writing skills.

## Setting details

<b>Unique reference number</b>	EY410373
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10083569
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	17 December 2014

The childminder registered in 2010 and lives in Stockton-on-Tees. She operates all year round, from 7.45am to 5.30pm on Tuesday to Thursday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for three- and four-year-old children.

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