

# Childminder report

<b>Inspection date</b>	30 January 2019
Previous inspection date	17 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The childminder does not have a secure knowledge of the changes of circumstances that must be notified to Ofsted within the required timescales.
- The childminder does not consistently use information from assessments as effectively as possible to identify and plan precise next steps for children's learning.
- At times, the childminder completes some everyday tasks for children that they can manage for themselves.

### It has the following strengths

- The childminder regularly shares information with parents about the progress children make in their learning. Parents are very complimentary about the service provided and the high levels of care and learning their children receive. They say their children love attending and are coming on in 'leaps and bounds'.
- The childminder provides a safe and secure environment. She conducts regular risk assessments to identify and minimise any hazards around her home or outside.
- The childminder uses her skills to help support children to think, reflect and express their thoughts and ideas well.
- Children are happy and settled in the childminder's home. They confidently make requests for resources they would like to play with and have opportunities to make choices and direct their own learning.
- The childminder speaks to children in a respectful manner. She supports children to manage their own behaviour and understand the needs of others. Children are encouraged to share and take turns and play together cooperatively.

## 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
gain a secure knowledge of the changes to circumstances that must be notified to Ofsted.	06/02/2019

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

- make effective use of information gained from assessments to focus more precisely on what children need to learn next, to help them to make the best possible progress
- increase opportunities for children to complete everyday tasks for themselves, to extend further the confidence they have in their own abilities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussion with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents from the written feedback provided.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder has not informed Ofsted within the required timescale of changes to her health following a significant accident in her home. While the impact to children is minimal in this instance, the childminder was not aware that this needed to be notified to Ofsted. The childminder has risked assessed what happened and has taken steps to minimise a similar accident happening again. Safeguarding is effective. The childminder can identify potential signs of abuse and fully understands the reporting procedures she must follow. Improvements have been made since the last inspection. For instance, she has completed safeguarding training. This has helped to improve her understanding of her responsibilities regarding how to protect children against being exposed to extreme views and behaviours. The childminder reviews her provision to identify any areas for improvement. She seeks the views of parents as part of her self-evaluation procedures.

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

The childminder observes children while they play and links her observations to the areas of learning. Overall, she uses the information well to help her identify any gaps in children's learning and to plan for their next steps in learning. Children are motivated to take part in activities. For example, children have fun as they take part in a game that helps them to develop their awareness of words that rhyme. The childminder instinctively adapts her teaching methods to help support children who are at different stages in their learning. She extends their learning as she demonstrates counting and talks to them about shape and colour. The childminder interacts well with children and engages them in conversations, helping them to listen, think and gain confidence in speaking.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming homely environment, where children feel settled. Children learn about how to keep themselves safe as the childminder teaches them how to keep safe near roads. She reminds them about the importance of always staying within her sight. Overall, the childminder teaches children about good hygiene practices well and encourages them to gain some independence in managing their personal care. Children benefit from being outdoors each day. They enjoy a range of different experiences and outings when they visit local groups, the park and soft play venues. Children behave well. The childminder is a good role model and helps children to learn how to manage their feelings and behaviour. Children benefit from opportunities to lead their own play and to make decisions.

### Outcomes for children are good

Children make typical progress for their age. Children engage in regular conversations with the childminder. They respond to questions and confidently recall and talk about past events. Children are learning to negotiate, share and take turns with others. They are starting to develop literacy skills. For example, they enjoy books and use the pictures to tell the story. They are developing some of the key skills that they need to be ready for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY390398
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10092768
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	17 January 2018

The childminder was registered in 2009. She lives in the residential area of Roker in Sunderland. 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.

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