

Childminder report

Inspection date	19 March 2019
Previous inspection date	12 April 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not have a secure knowledge of how to protect children from extreme views and behaviours.
- The childminder does not have a policy in place with regards to the use of mobile phones, specifically mobile phones used by older children in the setting.
- The childminder does not keep written records of accidents as required.
- The childminder does not always identify each child's learning needs and stage of development accurately and promptly enough. This means that some activities are not sufficiently challenging to help children make the best possible progress.
- The childminder does not share enough detailed information with parents about their children's rate of progress and next steps in learning.
- The childminder does not support children to learn about the similarities and differences of people and communities beyond their own. This does not help to prepare children for the wider world.
- Self-evaluation is not sufficiently developed to clearly identify areas for development, including professional development to improve the overall provision and the learning opportunities for children.

It has the following strengths

- The childminder has built positive relationships with children. They are happy and enjoy their time at the setting.

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
update safeguarding knowledge to understand how to keep children safe from extreme views and behaviour	02/04/2019
ensure that a policy is in place and implemented with regards to children's use of mobile phones in the setting	02/04/2019
keep a written record of accidents and first-aid treatment that is shared with parents	02/04/2019
improve the use of assessment to accurately monitor children's individual needs and ongoing progress, and use this information to plan more challenging activities	02/04/2019
develop systems to share accurate information with parents about each child's stage of development and what they need to learn next to support continuity in their learning	02/04/2019
improve the educational programme for understanding the world, to enable children to make sense of the differences and similarities of people and communities beyond their own.	02/04/2019

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

- use self-evaluation to identify and address any weaknesses in provision and to help identify where professional development can be completed to improve the overall quality of practice.

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 discussions 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 is inadequate

Safeguarding is ineffective. The childminder does not understand her responsibilities with regard to protecting children from being exposed to extreme views and behaviours. She does not have a policy in place with regards to the use of mobile phones and has not assessed the potential risks to younger children when older children use their own mobile phones. The childminder does not keep a record when minor accidents happen. She failed to identify that her first-aid certificate had expired and was only alerted to this when the notification call was made for her inspection. Therefore, for a period of almost four months she did not have a valid first-aid certificate. These breaches significantly compromise children's safety and welfare. That said, the childminder has been proactive and has recently completed a paediatric first-aid course. The childminder does understand child protection referral procedures and the action she needs to take in the event of a concern about a child in her care. The childminder considers the views of parents. However, the self-evaluation process is not rigorous enough to identify the significant weaknesses in practice.

Quality of teaching, learning and assessment requires improvement

The childminder has a basic understanding of how to promote children's learning and development as they play. She observes children and generally follows their interests. However, sometimes the childminder does not identify each child's learning needs and stage of development soon enough. She does not consistently use what she knows about children to plan activities that provide challenge and help them to make the best possible progress. The childminder has not considered how to promote children's awareness of the world around them. This limits children's opportunities to learn about people and communities beyond their own. Furthermore, she does not have effective systems in place to share information with parents about the progress children make in their learning. The childminder does implement some appropriate techniques to support aspects of children's learning. For example, she asks questions to encourage children to think and use their developing speech and language skills to talk about what they see.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in leadership and management have a negative impact on children's care and well-being. That said, the childminder is very friendly and has formed positive relationships with children in her care. Children behave well and respond to the childminder's praise which helps to develop good levels of confidence and self-esteem. They learn to share and take turns. Children enjoy access to fresh air and exercise each day. They learn about some aspects of keeping safe as the childminder reminds them about fire evacuation in her home and road safety on outings.

Outcomes for children require improvement

The weakness in assessment means children do not make good enough progress. Despite this, children are developing some key skills in readiness for the next stage in their learning, including school. For example, children are effective communicators and show an interest in books and stories. They use descriptive words to describe the pictures in books. Children recognise some colours and develop their hand-to-eye

coordination when using laces to thread through stencils.

Setting details

Unique reference number	EY390360
Local authority	Sunderland
Inspection number	10066194
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 April 2016

The childminder registered in 2009 and lives in Sunderland. She cares for children all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early years 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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