

Childminder report

Inspection date	3 May 2019
Previous inspection date	4 March 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 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 is not proactive in ensuring that her safeguarding knowledge is up to date. She does not fully understand all issues relating to safeguarding. This has a significant impact on children's safety and welfare.
- The childminder's risk assessments are not thorough enough to identify all potential hazards in the indoor and outdoor environment and minimise risks to children.
- The childminder is not aware of requirements relating to data protection and the safe storage of information, including children's images. This compromises children's safety.
- The childminder has not established a consistent two-way flow of information with parents to enable her to meet children's needs effectively.
- Not all children make the progress that they are capable of. The childminder does not consistently use information from observations swiftly enough to identify precisely where children are in their learning and to plan challenging and enjoyable learning experiences.
- 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 helps children to develop their independence skills. For example, she provides good support to young children to enable them to feed themselves.
- Children are happy in the childminder's care. Older children say they love the fun activities that the childminder provides. Parents comment that the childminder knows children's individual personalities and their children never want to leave.

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
improve knowledge of safeguarding, including recent changes to safeguarding legislation	20/05/2019
take all reasonable steps to ensure that children are not exposed to risks and identify more precisely which aspects of the environment need to be checked regularly to minimise risks	20/05/2019
improve understanding of the requirements in relation to responsibilities under the Data Protection Act 1998	27/05/2019
improve relationships with parents and establish an effective two-way flow of information to meet children's individual needs	27/05/2019
use observations to identify precisely where children are in their learning, and use this information to plan challenging and enjoyable learning experiences.	27/05/2019

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 outdoors, 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 to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Elizabeth Fish

Inspection findings

Effectiveness of leadership and management is inadequate

The self-evaluation process is not rigorous enough to identify the significant weaknesses in practice. The childminder has failed to keep up to date with recent changes in legislation and guidance. This means that her knowledge of the statutory requirements for the early years foundation stage is poor. Safeguarding is ineffective. The childminder has a poor understanding of more recent government guidance, such as the 'Prevent' duty. Risk assessments are not thorough enough to minimise hazards. On the day of the inspection, the hall radiator was too hot for children, posing a risk of burns. In addition, the childminder has failed to identify all hazards in the outdoor area, including damaged toys. This compromises children's safety further. The childminder does not understand her responsibilities under the Data Protection Act 1998 and the security of information.

Quality of teaching, learning and assessment requires improvement

The childminder does not gather information about children's learning and development from parents, particularly when children first start. In addition, she does not use her own observations to swiftly identify children's stage of development. This means that her assessments are not accurate enough to identify all areas where children need support. Furthermore, she does not share sufficient information with parents about children's learning, particularly any areas where children need additional support. However, the childminder generally supports children's language and communication adequately. For example, when she uses simple words, such as 'eyes', young children attempt to copy the words. They continue to use and experiment with the words throughout the morning. Children delight in looking at books about animals and attempt to copy the noises that animals make. The childminder notices what children are interested in and provides resources to support this. For example, she provides toy trains to support children's interests in vehicles and how they move. This helps children to engage in the activities.

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 friendly and has very good relationships with the children in her care. Children laugh in delight as they play hide and seek with her. They enthusiastically cuddle her when they find her. The childminder promotes children's good health. For example, she maintains good hygiene practices and provides healthy meals. The childminder provides opportunities for children to play outside. Children enjoy using balls and wheeled vehicles. They behave well. The childminder consistently reinforces her behavioural expectations. For example, she reminds children to sit at the table when eating.

Outcomes for children require improvement

Not all children make the best possible progress because of weaknesses in teaching. They develop some skills to support them in their next stage of learning. Children begin to choose their own activities and use some resources independently. They demonstrate that they enjoy their learning as they throw balls to the childminder outside.

Setting details

Unique reference number	EY376037
Local authority	Durham
Inspection number	10060071
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 March 2015

The childminder registered in 2008 and lives in Chester-le-Street. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

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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