

Childminder report

Inspection date:

20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder is friendly and has good relationships with the children in her care. She is kind and reassuring, and children feel very welcome in her home. The childminder promotes children's good health. For example, she maintains good hygiene practices and ensures that children have healthy snacks. The childminder provides daily opportunities for children to be physically active and enjoy the fresh air. They enjoy nature walks, going to the park and playing outside in the garden.

Overall, relationships with parents are positive. The childminder shares some information about the daily activities that their children take part in. However, she does not gather any information from parents about what their children know and can do when they first start at the setting. Furthermore, the childminder is not assessing children's learning accurately to ensure that she knows what they need to learn next. She does promote some aspects of children's learning well. For example, they listen intently as the childminder reads their favourite stories. She asks questions and encourages children to predict what will happen next. This helps to develop children's speaking and listening skills.

What does the early years setting do well and what does it need to do better?

- Children are happy and settled in the childminder's home. They establish good attachments with her and enjoy spending time in her company. The childminder helps children to develop their independence skills. She gives children time to complete simple tasks for themselves. For example, young children can put on their own coats and take off their shoes. This helps them to develop some of the skills needed for their future learning, including their move on to school.
- Although the childminder observes children as they play, she does not identify precisely what they need to learn next. This has an impact on her ability to plan activities that will support children to make good progress.
- The childminder shares daily information with parents about what children have enjoyed during their time at her home. However, she does not gather sufficient information from parents when their children first start at the setting. This means that she does not have a precise understanding of each child's development from the very beginning, to plan for children's learning effectively.
- The childminder attends mandatory training to help keep children safe. However, she does not plan robustly for her own professional development to continuously raise her knowledge and teaching practice to a good level. Furthermore, the childminder's self-evaluation does not identify precise areas for improvement effectively.
- The childminder uses children's interests to plan some entertaining activities. For example, they enjoy counting the animals that they see in a book and count leaves as they collect them. This helps to develop children's mathematical skills.

The childminder shares books with the children. She repeats words for them so that they hear the correct way to say them. This supports children's early literacy and language skills.

- The childminder supervises children well during the day. She has clear risk assessments and ensures that her home and garden are assessed regularly for risks or hazards.
- Children behave well. The childminder helps children to understand age-appropriate boundaries and expectations in her home. Children listen well to the childminder and show that they understand what is expected of them. They respond well to her gentle reminders. The childminder praises children for their achievements, which helps to develop their self-esteem and confidence.
- The childminder provides settling-in visits for families when they first start at the setting. Parents' written comments indicate that they are happy with the care the childminder provides. They comment that they are 'completely satisfied' and they would 'highly recommend her'.
- The childminder responds promptly to children's personal needs. For example, she identifies swiftly that children are tired and responds with soothing words. This helps to support their emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge and understanding of the signs and symptoms of abuse. She knows who to report to should she have concerns about a child's welfare. The childminder regularly updates her safeguarding training. This means that she has knowledge of recent safeguarding issues. The childminder is confident of the procedures to follow should an allegation be made against her or a member of her household. She carries out regular risk assessments to minimise risks and keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
use information from observations and assessments to identify precisely what children need to learn next and plan challenging learning experiences.	18/12/2019

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

- gather more detailed information from parents about what their children already know and can do when they first start at the setting
- focus professional development opportunities more precisely on further developing teaching practice
- strengthen self-evaluation to identify areas of weakness and prioritise areas for development.

Setting details

Unique reference number	EY225395
Local authority	Gateshead
Inspection number	10073076
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 2002 and lives in Leam Lane, Gateshead. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- A number of discussions were held with the childminder and children at appropriate times during the inspection.
- The inspector completed a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

We carried out this inspection 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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