

Childminder report

Inspection date:

27 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder knows the children in her care well, and her nurturing approach helps children feel happy, settled and secure. Her focus for very young children is on their personal, social and emotional development. She ensures that they receive the individual attention and cuddles that they need. Children play in a safe environment. They are able to make independent choices about what they play with from a range of toys and resources. Children generally enjoy their time in the childminder's care. However, activities often lack depth and sufficient challenge. Children are not always as motivated and interested in their learning as possible because the childminder's planning is not specific enough to each child's needs. For example, children show interest in the building blocks. They practise stacking them on top of each other and laugh excitedly as the blocks tumble over. However, the childminder does not provide enough support to sustain, challenge or build on their interest and fully support their learning. Furthermore, she does not share information with parents swiftly enough when she has identified gaps in children's learning. That said, children's communication and language skills are supported generally well. The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary. Children's behaviour is generally good, and they play well alongside other children. The childminder acts as a good role model and has a consistent approach to managing children's behaviour.

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

- The childminder has a general understanding of how children learn. She recognises their abilities, what they need to learn next and what they are interested in. However, she does not consistently use what she knows to influence her activity planning. Therefore, she does not target teaching as well as possible to ensure that all activities motivate children and offer them suitable challenge.
- Effective settling-in procedures are built around the needs of each child. The childminder finds out about children's likes and dislikes when they first start in the setting. She helps children to learn to be independent and manage their own self-care skills suitably well. For instance, she supports children when they learn to use the toilet and shows them how to wash their hands before they eat. The childminder is a positive role model and she praises children when they listen and respond to her instructions.
- Parents' comments are very positive about the support they receive from the childminder and how happy their children are in her care. The childminder provides some feedback to parents regarding what children have been doing throughout the day. However, she does not consistently share her concerns relating to children's learning and development in a timely manner. This does

not help children to make as much progress as possible in their learning.

- Children's language and communication needs are supported appropriately. The childminder repeats words and phrases and encourages children to repeat these back to her.
- The childminder provides opportunities for children to take part in activities within the community and outdoors. For example, visits to local toddler groups and soft-play venues provide scope for children to develop their physical and social skills. The childminder helps children to develop an understanding of danger and how to keep themselves safe. For example, children know why they should not throw toys and why it is important to tidy the toys up so they do not trip over them.
- Children display warm relationships with the childminder and each other. They go to her for cuddles and reassurance at times throughout the day. This helps reinforce children's sense of belonging and gives them the confidence to play independently. Children are beginning to learn about positive behaviour. They respond to rules and boundaries and know to use their manners.
- The childminder has not kept her professional knowledge up to date. She has completed very little additional training since her last inspection. The impact of this is highlighted by the gaps in her quality of teaching. The childminder does not use self-evaluation well enough to identify areas to improve. This does not help her to continually develop and provide a good quality of service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sufficient knowledge of the indicators that might suggest that a child's welfare is being compromised and knows how to take action to refer her concerns. She is aware of the duty to prevent children from being drawn into situations that may put them at risk of harm. She checks her premises regularly to identify and remove any hazards so that children can play in safety. The childminder has not prioritised her safeguarding training to help ensure that she continues to build on and strengthen her current safeguarding knowledge.

What does the setting need to do to improve?

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

	Due date
plan more precisely for children's progress needs, ensuring that activities provide higher levels of challenge and inspire children to engage in more dynamic play and learning	26/03/2020

improve strategies to engage parents in their children's learning and share information regarding any concerns about their learning and development in a timely manner	05/03/2020
prioritise professional development opportunities to increase knowledge and help to raise the quality of teaching in order to offer children quality learning experiences.	26/03/2020

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

- develop effective arrangements for evaluating the provision, to ensure that weaknesses are identified and tackled and that the provision for children continuously improves.

Setting details

Unique reference number	EY267910
Local authority	Durham
Inspection number	10070650
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 September 2014

Information about this early years setting

The childminder registered in 2003 and lives in Peterlee. She cares for children all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Janet Fairhurst

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.

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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