

Childminder Report

Inspection date

16 June 2016

Previous inspection date

26 March 2015

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

Summary of key findings for parents

This provision is inadequate

- The childminder does not manage children's behaviour in an ineffective or appropriate manner. This has a significant impact on children's emotional well-being and personal development.
- The childminder does not have sufficient understanding of the learning and development requirements and does not use assessment well. She delivers poor-quality teaching and fails to engage children in a wide range of play opportunities that is well matched to their individual developmental needs. Children are not making sufficient progress in some areas of their learning and development.
- Partnerships with parents are ineffective. Parents are not provided with sufficient opportunities to be involved in their children's learning, in order to create a collaborative approach to their care and learning and to ensure their needs are well known and met.
- The childminder does not work in partnership with other early years settings the children attend. Information about children's learning and development is not routinely shared or used, in order for the childminder to gain a full and thorough understanding of the progress children make outside of her care.
- Self-evaluation is not effective enough to ensure that the childminder identifies all weaknesses in her practice, including gaps in her professional knowledge.

It has the following strengths

- The childminder suitably promotes children's understanding of healthy lifestyles and how to stay safe. They have opportunities to be physically active and learn how to play safely on equipment at the park.

What the setting needs to do to improve further

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

	Due Date
■ improve knowledge and understanding of how to manage children's behaviour	23/09/2016
■ improve the quality of teaching so that information from assessment is used effectively to provide learning experiences that are well matched to children's individual needs and delivered through high-quality interactions	23/09/2016
■ improve partnerships with parents and establish partnerships with other settings children attend to ensure that information relating to their care and developmental needs are shared, in order to create consistency for them.	23/08/2016

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

- make consistent use of self-evaluation to identify weaknesses in practice and drive improvements that raise the quality of the provision.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder and assessed the accuracy of her evaluation.
- The inspector viewed children's records, planning documentation and a range of other documentation, including the policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is inadequate

Partnerships with parents are poor. The childminder does not regularly share information or work collaboratively with parents to provide consistency in children's learning and care and to help improve outcomes. Furthermore, the childminder does not work closely with the early years settings children attend, in order to better understand the care and learning needs of the children and how to best meet them. The childminder is well qualified; however, she has failed to maintain her knowledge and understanding of early years practice and the quality of her teaching is weak. Self-evaluation is not used as a consistent tool to identify and address weaknesses in her provision. This results in breaches of requirements and has a negative impact on the quality of children's learning and care. Safeguarding is effective. The childminder demonstrates a sound understanding of potential signs of abuse and the correct reporting procedures to follow. The childminder ensures that people who have contact with children are suitable to do so. She completes risk assessments in her home and minimises potential safety hazards.

Quality of teaching, learning and assessment is inadequate

The childminder does not have a secure knowledge and understanding of how to promote children's learning and development. Despite the childminder showing some awareness of their learning needs and developmental stages, she does not use the information from the assessments she makes well in practice. This results in activities that are not matched to children's needs and are delivered through weak interactions and ineffective teaching. The childminder does not promote children's language and communication skills adequately. For example, she fails to support children's progression from using single words to constructing simple sentences. Children enjoy some activities, such as colouring in pictures to make cards. However, activities lack challenge, as the childminder does not have the knowledge or skills to build on children's abilities to support them to make good progress in their learning.

Personal development, behaviour and welfare are inadequate

Children's emotional well-being is not fully supported. The childminder uses inappropriate and ineffective techniques to manage children's behaviour. For example, she uses negative and insensitive responses towards children's unwanted behaviour. This prevents children from thriving in her care and understanding acceptable expectations so that they can contribute positively in a range of social situations. Nevertheless, children are, generally, happy and form appropriate attachments with the childminder, as well as her family members. Children have some level of routine, as they follow simple instructions and are happy to help with small chores.

Outcomes for children are inadequate

Children make poor progress in some areas of learning, due to weaknesses in teaching. They show little motivation to learn and are easily distracted. Children do not develop the key skills they need for their future learning.

Setting details

Unique reference number	318797
Local authority	Newcastle
Inspection number	1050914
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	26 March 2015
Telephone number	

The childminder was registered in 1991 and lives in Fawdon, Newcastle upon Tyne. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years 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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