

Childminder Report

Inspection date

26 June 2017

Previous inspection date

19 March 2014

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Children do not receive quality interactions from the childminder that fully promote their communication and language skills. Children are not regularly supported to think for themselves, engage in conversation or develop a wide vocabulary.
- The childminder does not use information from assessments to plan effectively. Children are not presented with sufficient challenge during activities and do not make the best possible progress.
- The childminder has not established an effective self-evaluation system. Consequently, she has not identified what she needs to do next to enhance and improve her knowledge, understanding and teaching practice. Furthermore, the childminder does not use her self-evaluation to target professional development opportunities and make improvements to teaching and practice overall.

It has the following strengths

- The childminder works well with parents and provides opportunities for them to contribute to their children's learning. Parents share observations from home and are involved in the assessment and planning process.
- The childminder promotes children's understanding of safety. They are supported to take safe risks and learn for themselves how to manage their own safety. For example, during trips to the park, they learn to mount the equipment independently.

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 teaching and support of children's communication and language skills and build on their ability to engage in conversation and think for themselves	24/07/2017
■ use the information gained from observing and assessing children to plan suitably challenging learning experiences to help them make good progress.	24/07/2017

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

- establish a robust self-evaluation process and use the findings to develop a programme of ongoing and sustainable improvements in all areas of the provision
- increase professional development opportunities that develop knowledge and skills and improve the quality of teaching.

Inspection activities

- The inspector observed the quality of 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 policies and procedures.
- The inspector took account of the views of parents from written comments and letters of recommendation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The impact of improvements since the last inspection is limited because the childminder does not reflect on and evaluate her own practice broadly enough. Consequently, she has not prioritised her own ongoing professional development. In particular, there are no plans that identify what she needs to do next to improve the quality of teaching. Safeguarding is effective. The childminder conducts detailed risk assessments of all areas of her home, activities and outings. This helps to ensure children's safety. The childminder has a firm understanding of child protection issues. She is alert to signs of abuse and is aware of the correct reporting procedures to follow. The childminder works in partnership with other settings children attend and shares information regularly.

Quality of teaching, learning and assessment requires improvement

The childminder knows the children well. However, she does not use information from observations and assessments of children's learning fully to plan activities or pose questions that provide a sufficient level of challenge. The childminder is not always perceptive and skilled in helping children to think for themselves, engage in conversation and build upon their vocabulary. For example, questions from the childminder require only a one or two word answer, meaning children are not given opportunities to engage in quality, two-way conversations. The childminder helps children to explore their mathematical skills. For example, she encourages children to count out spoonfuls of ingredients as they make cakes and models some mathematical vocabulary. Children use their large and small-muscle movements as they rub the ingredients between their fingers and use their whole arm to mix with a large spoon.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching impact on children's personal development. Lack of challenge in activities and interactions mean that children are less motivated and are not always keen to learn. The childminder establishes close emotional attachments with the children in her care. Children are happy, settled and confidently explore the environment. Children follow good hygiene practices and have regular opportunities to play outdoors and enjoy fresh air and exercise. Children learn about important historic events and gain an understanding of the wider world. For example, they visit local poppy memorials for Remembrance Day and have access to small-world toys depicting diversity.

Outcomes for children require improvement

Children are not making enough progress as teaching is not yet good enough to ensure that all children are being highly supported to reach their full potential. Children are beginning to acquire some of the basic skills needed for their future learning. For example, they enjoy carrying out tasks for themselves and are developing confidence in new and social situations.

Setting details

Unique reference number	506916
Local authority	Northumberland
Inspection number	1087148
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	19 March 2014
Telephone number	

The childminder registered in 1996 and lives in Cramlington, Northumberland. She operates all year round from Monday to Friday. The childminder holds an appropriate qualification at level 3.

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