

Childminder Report

Inspection date

14 November 2017

Previous inspection date

13 May 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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder has not established an effective self-evaluation system. She has not identified what she needs to do next to enhance and improve her overall provision and practice. Furthermore, the childminder has not addressed all recommendations from her last inspection. There are still improvements required. The childminder does not yet seek information from parents when children first start.
- Support for children's communication and language skills is limited. The childminder is not successful in engaging children's listening and attention skills and understanding of words through high-quality interactions and effective modelling.
- The childminder does not use the information gained from observations and assessments to plan effectively. Current plans do not focus on how to support and shape learning experiences for individual children to help them make good progress.

It has the following strengths

- The childminder is warm and nurturing towards children, promoting positive attachments and fostering children's emotional well-being. Children are confident to explore the environment and lead their own play.
- Children develop an understanding of diversity beyond their immediate family from a young age. A range of resources and images embeds learning through everyday play.
- Children are curious and independent. They take risks during play, under close supervision from the childminder. Older children discuss risks ahead of outings and practise safe behaviours using the equipment at the local park, soft-play centre and toddler groups.

What the setting needs to do to improve further

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

	Due Date
■ use the information gained from observation and assessment to plan suitably challenging learning experiences for children, to help them to make good progress	12/12/2017
■ improve teaching of children's communication and language skills, and provide a more language-rich environment	12/12/2017
■ improve the partnerships in place with parents and seek further information about children's learning and achievements when they first start.	12/12/2017

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.

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. Safeguarding is effective. 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 attends training where possible and complements this learning with reading early years literature and networking with other childminders. She works in partnership with other settings that children attend and shares information regularly.

Quality of teaching, learning and assessment requires improvement

The childminder knows children well. However, she does not use the information gained from observations and assessments of children's learning fully to plan activities or shape her interactions during freely chosen play. The childminder is not always perceptive and skilled in tuning into younger children's emerging communication skills as they babble and gesture. Furthermore, she does not make the most of opportunities to introduce and build upon older children's vocabulary as they play and explore. The childminder models some learning well and offers children reassurance with new experiences. For example, during play with shaving foam, she models ways to explore the foam, squeezing it between her fingers and making marks in the bottom of the tray. Younger children explore with musical instruments. They enjoy listening to the sounds they make and reach out to select further items to explore.

Personal development, behaviour and welfare are good

Children are happy, settled and enjoy exploring the environment and the plentiful resources available. They follow good hygiene practices and have regular opportunities to engage in physical activity, play outdoors and enjoy fresh air and exercise. The childminder encourages children to try new foods, such as different fruits, in good support of a healthy diet. Children's behaviour is good. They listen to the childminder and follow instructions. Children develop emerging friendships with one another and learn to share from a young age.

Outcomes for children require improvement

Overall, children acquire some skills that prepare them for their future learning, including their eventual move to school. However, they do not consistently make good enough progress in some of areas of their learning, such as their communication and language. Children explore books and have some mark-making opportunities. They enjoy role-play opportunities with the dolls, buggies and high chairs and the outdoor mud kitchen.

Setting details

Unique reference number	EY365321
Local authority	South Tyneside
Inspection number	1087288
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	13 May 2014
Telephone number	

The childminder registered in 2008 and lives in East Boldon. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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