

<b>Inspection date</b>	19 January 2015
Previous inspection date	12 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The quality of teaching is not of a consistently high standard. The childminder does not always support children's communication and language skills effectively, including their home languages.
- Although the childminder works with parents, she does not share information about children's progress to enable parents to support children's learning at home.
- The childminder does not evaluate her practice well, so has not identified some areas for development to help raise the quality of teaching.

### It has the following strengths

- The childminder has developed close bonds with the children. As a result, children feel safe, secure and comfortable in her company.
- Children have regular access to fresh air and exercise, which means they are able to develop their physical skills adequately. The childminder regularly takes children on walks around the local area and to the park to broaden their experiences.
- The childminder has a suitable knowledge and understanding of safeguarding and child protection. She has suitable knowledge regarding the procedures to follow should she have any concerns about children in her care. The childminder ensures the premises are safe and secure when children are present.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme in communication and language, to support young children's emerging language, including acknowledging their home languages, such as key words used at home, so children make good progress in this area.
- improve partnerships with parents and carers through the regular sharing of information about their children's progress to enable them to support learning at home.

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

- extend evaluation of practice to include the views of parents and children, to help drive improvement so teaching is raised to a consistently good standard and improves children's learning and development.

### Inspection activities

- The inspector observed activities in the lounge of the childminder's home.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector discussed with the childminder her assessment methods for the checking children's progress, and her evaluation methods.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, accident records, registers of attendance and written risk assessments.

### Inspector

Hilary Tierney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The children do not make good progress in all areas of learning because the childminder is not consistent in her teaching methods. The childminder does not speak to the children often enough to help support their emerging language skills. She has not obtained key words for children who have an additional language. This means that at times she does not recognise whether young children are just babbling or trying to say a word in their home language or English. Generally, young children are occupied and appear to enjoy their time at the setting but, on occasions, activities lack challenge. The childminder makes use of time when she collects older children from school by encouraging children to learn about the world around them. Children are confident and develop socially as they interact with others.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children demonstrate the safety and security they feel when in the childminder's company. She has a gentle approach towards the children and they are happy to go to her for reassurance when required. The childminder recognises their individual needs, such as when they require a drink or a rest, which supports their emotional development. The childminder provides a welcoming environment. She ensures resources are easily accessible for the children when they enter the home, which helps them settle quickly into their play. However, the childminder does not always make the best use of resources to provide good quality learning experiences for children. When children play with toys, such as trains and shape sorters, she does not she does not talk about the colours or shapes to help children learn new words.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has a suitable understanding about her responsibilities when childminding. She has clear procedures to ensure the premises are safe when children are present. The childminder has developed her partnerships with parents adequately. She shares information with them on daily about what their child has done during the day. She has not yet shared information with them about their children's progress. This means parents are not offered ways to help support their children's learning at home. The childminder has worked on addressing her recommendations from her last inspection. She records any accidents children may have when in her care and shares these entries with parents. She keeps a detailed attendance register for all the children in her care. She has completed some training since her last inspection, but this has not helped improve the quality of teaching to a sufficiently high standard to help children progress. The childminder has not completed an accurate evaluation of her practice to help her drive improvement since her last inspection.

## Setting details

<b>Unique reference number</b>	100966
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1000585
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 February 2009
<b>Telephone number</b>	

The childminder opened in 1999 and registered with Ofsted in 2001. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband close to local shops, schools, library and parks. The main areas used for childminding are the sitting room, kitchen, dining room and conservatory. Two bedrooms are used when children have a rest. There is an enclosed rear garden with grass and patio areas for outdoor play. Children attend before or after school during school term times and occasionally during holidays.

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