

Inspection date	21 January 2015
Previous inspection date	11 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The childminder does not fully consider milestones and expected levels of children's development to help her accurately assess their progress. Consequently, she does not quickly identify gaps in their achievements to help her plan the next steps in learning to help them make good progress.
- As a result of weaknesses in assessment, the information parents receive about children's progress, including from the required progress check for two-year-old children, is very general and does not fully promote children's learning at home.
- The childminder does not always organise her toys and resources to fully encourage children to explore and investigate independently. As a result, children do not always follow their own ideas to completion.
- The childminder does not successfully evaluate the quality of her provision or prioritise areas for improvement.

It has the following strengths

- Children are content, secure and settled in the setting, and have close relationships with the childminder who is caring, gentle and supportive.
- The children enjoy their time playing in the childminder's care because they follow their interests.
- Children play safely because the childminder effectively minimises all risks and hazards. She is knowledgeable of child protection procedures, ensuring children's safety in the event of any concerns. She uses documentation to support children's ongoing safety and well-being.

What the setting needs to do to improve further

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

- improve assessment to more precisely monitor children's progress and identify any potential gaps in children's learning to enable planning for children's individual next steps in development to help them make good progress
- make sure the progress check for two-year-old children provides parents with a summary of their child's development in the prime areas of learning so that parents can be involved in their child's learning at home.

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

- review the organisation of toys and resources to enhance children's independence and learning so they can easily help themselves to follow their own ideas to completion
- develop self-evaluation systems to monitor the quality and impact of teaching and the educational programmes.

Inspection activities

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector observed the childminder interacting with children, and discussed aspects of her practice with her.
- The inspector sampled a range of documentation, including children's records and the childminder's policies and procedures.
- The inspector spoke to a parent to ascertain their views about the childminder's practice and care of their children.

Inspector

Victoria Weir

Inspection findings

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

The childminder interacts appropriately with all children. For example, they sit on the floor together while involved in activities. However, teaching is not always good because the lack of precision in monitoring and assessment does not support her to identify gaps in children's learning promptly. As a result, some children do not make the best possible progress relative to their starting points. Young children learn to communicate because the childminder talks to them constantly, asks simple questions and responds to their non-verbal cues, such as pointing. The childminder encourages older children to sustain and build on conversations. Children read books with the childminder, which supports early reading skills. The childminder teaches children to count. Children benefit from many activities that the childminder provides outside her home. Visits to toddlers groups help children develop good social skills. Overall, children receive suitable preparation for the next stage in their learning, including their move to school.

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

The childminder gathers useful information from parents regarding their child's care needs and interests when they first start at her setting. This enables her to follow consistent home routines, therefore, children settle well. The childminder helps them to make independent choices. However, occasionally the organisation of toys does not always support the learning and independence of some younger children. For example, after unsuccessful attempts to reach a toy garage, children stopped playing with the toy cars. The childminder is caring and attentive to children. As a result, children are confident to try new activities and meet unfamiliar people. The childminder successfully promotes healthy lifestyles. Children behave well because they understand the childminder's clear and consistent boundaries. The childminder routinely praises children's achievements to boost their self-esteem and helps them take part in their play enthusiastically.

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

The childminder demonstrates an appropriate understanding of the Early Years Foundation Stage requirements. She effectively safeguards children through her up-to-date knowledge. The childminder maintains positive relationships with parents, although information sharing focuses more on children's care needs than specific details of their learning. The progress check for two-year-old children does not provide parents with information about children's progress in all the required areas of learning. This does not fully promote children's learning at home. The childminder identifies some weaknesses and strengths in her provision. She develops her knowledge through limited training and discussions with other childminders. However, her self-evaluation has not led to targeted improvements for children's learning because of weaknesses in assessment monitoring.

Setting details

Unique reference number	161712
Local authority	Wiltshire
Inspection number	842085
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11 March 2009
Telephone number	

The childminder registered in 1990. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Cricklade, Wiltshire, close to shops, parks, pre-schools and schools. Public transport links are nearby. The childminder collects children from the local school and attends toddler and music groups on a regular basis.

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