

**Inspection date**

2 February 2015

Previous inspection date

13 May 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:	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		Good	2
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 childminder does not use the information gained from observations to clearly assess children's learning. Activities are planned based on children's interests but not always on their ability, which limits the progress they make.
- The childminder does not effectively ensure the areas of learning are fully covered or monitor children's progress towards the early learning goals.
- Self-evaluation does not focus sufficiently on clearly identifying strengths and weaknesses, particularly with regard to teaching and learning. It does not ensure continuous improvement through targeted actions.

### It has the following strengths

- Children are effectively safeguarded as the childminder has a good knowledge of how to protect them. She knows the correct procedures she needs to follow should she have any concerns about a child in her care.
- Children are well behaved and confident. They share warm relationships with the childminder who provides clear boundaries and positive praise.
- Children are settled, relaxed and clearly enjoy spending time in this welcoming and caring environment. The childminder knows the children well and gathers information from parents on the individual needs of their child during a settling-in period.
- The childminder shares positive relationships with parents. They regularly share information with each other about children's care and the activities they have engaged in during the day.

## **What the setting needs to do to improve further**

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

- ensure information gained from observations are used to clearly identify children's next steps in their learning and development and plan activities, which extend children's learning based on their individual needs, interests and stage of development
- develop systems to monitor the progress of individual children and ensure all areas of learning are fully covered.

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

- improve the process for self-evaluation, so that it effectively identifies priorities for development and enables challenging targets to be set with realistic timescales for achievement.

## **Inspection activities**

- The inspector observed activities in the playroom, kitchen and lounge.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed children's learning with the childminder following an activity.
- The inspector took account of the written views of parents.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.

## **Inspector**

Dawn Robinson

## Inspection findings

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

The childminder knows the children well and bases activities on their interests and information gathered from parents during a settling-in period. Observations of the children's learning demonstrate the wide choice of activities the childminder provides and children's enjoyment. However, she does not use this information to clearly identify individual children's next steps in their learning and development. As a result, the quality of teaching and learning is variable because the childminder is not always clear on what she wants the children to learn. This means that children do not make consistently good progress. Children enjoy using their imagination as they pretend to go shopping. The childminder plays with the children, modelling different roles and developing their communication and language skills as they ask for different items of food. Counting and the use of size language help to support their mathematical development. Children learn about floating and sinking as they experiment with different objects in the water tray.

### **The contribution of the early years provision to the well-being of children is good**

Children enthusiastically play with each other, taking turns and sharing resources. The childminder provides a wide range of resources, suitable for the age and stage of all the children she looks after. Children are taught about keeping healthy as they learn to manage their own personal hygiene and eat healthy snacks and meals. There is a large garden for the children to engage in physical activity and the childminder takes them out to local attractions. Young children learn to socialise with their peers when they attend local toddler groups. They collect older children from the local school and become familiar with the school buildings and staff, ready for starting school. Routines are clear and children know how to behave appropriately. The childminder is vigilant about keeping children safe. As a result, children share warm and friendly relationships with this kind and caring childminder.

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

The childminder attends training and meets with other local childminders to update her knowledge and skills on delivering the Early Years Foundation Stage. Each child has documents to store observations and photographs. However, the childminder does not have systems in place to effectively monitor the children's progress. As a result, the childminder is unable to identify gaps in children's learning and development and seek additional support for the child if required. The childminder provides a wide range of resources and experiences for the children. However, she does not monitor the coverage of the educational programmes. As a result, she does not ensure the areas of learning are fully covered. Self-evaluation procedures have been started. However, they do not include the views of parents and children or set clear targets for improvements. Transitions to other settings are supported with the sharing of information and meetings with staff to provide continuity of care and learning for the child.

## Setting details

<b>Unique reference number</b>	EY379016
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	858516
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 May 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in the Branston area of Burton upon Trent, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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