

<b>Inspection date</b>	23 February 2015
Previous inspection date	20 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not met	
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:

- Some activities are not matched well enough to children's individual needs. Consequently, children do not always make the best possible progress.
- The childminder does not assess children's progress accurately enough, so she does not have a clear picture of each child's stage of development.
- The childminder does not always provide enough resources in order to support children's pretend and imaginative play.
- The childminder's evaluation of her practice is not yet sharply focussed, in order to address all weaknesses in meeting requirements and to seek training to build on her existing teaching knowledge and skills.

### It has the following strengths

- The childminder supports children's language and communication skills well. She encourages children to discuss what they are doing and asks questions to promote their thinking and reasoning skills.
- The childminder appropriately considers children's safety in the home, in order to minimise hazards to children. This promotes their welfare and enables them to move around freely.

## What the setting needs to do to improve further

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

- improve the planning of activities to ensure that these accurately match children's individual needs, so that they make good progress
- ensure that assessments of children's progress are robust, so that this information is precisely used to progress children's learning and identify any gaps in their learning or areas where they are working below expected levels of development.

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

- enhance children's pretend and imaginative play by providing appropriate resources, such as natural and real-life items
- sharpen the focus of self-evaluation, in order to swiftly address any weaknesses, including those in teaching, and seek additional training where necessary.

### Inspection activities

- The inspector had a tour of the childminder's home and checked evidence of the childminder's suitability and qualifications.
- The inspector observed the childminder caring for, and playing with, the children.
- The inspector sampled children's progress records, the childminder's self-evaluation documents, and a range of other documentation, including safeguarding, accident and medication records.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.

### Inspector

Carole Price

## Inspection findings

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

Children do not make the best possible progress because activities provided are not always sufficiently challenging and exciting. For example, activities, such as pretend play, are not well resourced enough to engage children for a sustained period of time. The childminder has knowledge of the different areas of learning and some understanding of how children learn. She observes children in their play. However, the childminder does not always check what children can do closely enough, in order to ensure precise planning for their next steps for learning. Nevertheless, she lets children lead their play and focuses upon using opportunities to encourage the skills they will need for school or their next stage of learning. For example, she models vocabulary to encourage children's language and communication skills and shares books to promote their literacy skills. The childminder is aware of the importance of identifying if children are experiencing delay in their development and ensuring that she provides early intervention to support them to catch up.

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

Children are happy and generally enjoy their time with the childminder. They seek to involve her in their play by asking her questions and sitting with her during activities. The childminder places an emphasis on supporting children's well-being and providing a caring environment for them to relax and play in. Children are becoming more independent and manage their own self-care when ready. The childminder provides fresh drinking water to ensure they are kept hydrated. She is aware of children's dietary requirements and specific medical needs, which supports their good health. The childminder encourages children to share and take turns with the toys and manages their behaviour effectively. Children can choose what they want to play with and move around the childminder's home with confidence and ease.

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

The childminder understands the procedure to follow should a child protection concern arise. This promotes children's welfare. However, her understanding of some of the learning and development requirements is less secure. The childminder regularly communicates with parents, which complements children's experiences and supports their learning adequately. The childminder has reviewed her practice using a self-evaluation process. However, her current evaluations are not focussed enough to improve the quality of teaching and the overall progress the children make. The childminder intends to seek further training to increase her current knowledge and skills. Therefore, she aspires to improve. However, this approach is not yet timely enough to swiftly address and overcome the current weaknesses within her teaching practice.

## Setting details

<b>Unique reference number</b>	224434
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	935736
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 March 2012
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Burslem, Stoke-on-Trent. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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