

Childminder Report

Inspection date

7 May 2015

Previous inspection date

11 December 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:

- Children do not make enough progress in their learning. The assessment of children's learning and development is not consistent enough to fully monitor progress, meaning targeted learning opportunities are not always provided.
- Where children attend more than one setting, the childminder has not formed strong enough links to regularly share information on children's learning and development. As a result, opportunities to ensure a consistent approach to children's learning, development and welfare are not good enough.
- The childminder often gives solutions to problems rather than supporting children to think critically and find their own solutions.
- The childminder's self-evaluation is not sufficiently rigorous to identify and address effectively the key weaknesses in her practice.

It has the following strengths

- The childminder has developed exceptionally warm and caring relationships with the children in her care. Children are polite, friendly and are learning to take turns and share.
- The childminder provides a range of activities and learning opportunities across the seven areas of learning. As a result, all children are motivated and eager to learn.
- The childminder demonstrates a good understanding of how to keep children safe. She carries out risk assessments and has an evacuation procedure in place. The childminder is clear about who she needs to contact if she has concerns about a child's welfare.

What the setting needs to do to improve further

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

- ensure ongoing assessment is consistently used to inform the planning of challenging activities that sharply focus on their precise learning needs, so children make the best possible progress
- develop a regular flow of two-way information where children attend more than one setting, to ensure a consistent and shared approach to children's learning, development and welfare.

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

- enhance opportunities for children to think critically, for example, through the consistent use of effective questioning, encouragement to experiment and opportunities explore their own ideas
- implement rigorous self-evaluation to ensure any weaknesses are swiftly identified and promptly addressed, to improve the quality of care, learning and development for children.

Inspection activities

- The inspector observed activities in the childminder's house, and talked with the childminder and children.
- The inspector looked at children's observation and assessment records, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures and risk assessments.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took into account the views of parents through written feedback.
- The inspector discussed self-evaluation with the childminder.

Inspector

Julia Sudbury

Inspection findings

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

The childminder provides a range of activities to promote children's learning and development across the seven areas of learning. For example, children learn about the natural world during walks where they look at leaves and flowers. The childminder weaves counting and discussions about size into activities, which supports children's emerging mathematical understanding. Language and communication skills are promoted through the reading of books and the singing of nursery rhymes. The childminder naturally joins in with children's play, engaging in their stories and ideas. As a result, children are motivated learners and spend sustained periods of time engaged in play. However, the childminder provides solutions quickly to difficulties children come across, rather than helping them to find their own solutions. As a result, opportunities for children to think critically are less well provided for. Parents are kept involved in their children's learning through daily discussions and the sharing of the progress report for children between the ages of two and three years. Children make progress in relation to their starting points and are prepared suitably for the next stage in their learning. However, the use of information gained from the assessment of children's learning is not consistent enough, to ensure children make the very best possible progress before starting school.

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

The children have close and caring relationships with the childminder. Children are encouraged to consider the needs of others and are reminded of the importance of saying please and thank you. Information is gathered from parents when children start, enabling the childminder to meet their emotional needs. Children are emotionally supported as they make the move to school. The daily school run is used to meet the teachers and children gain age-appropriate independence, such as managing their own coats and shoes. Opportunities to be active and engaged in physical activities are supported through regular swimming sessions and trips to the local park. Along with healthy snacks, this supports children to value a healthy lifestyle. Children develop their social skills and confidence as the childminder meets up with other local childminders and attends activities in the local community. However, a regular flow of two-way information, where children attend more than one setting, has not yet been established. This has a negative impact on the consistency of learning and care that children receive.

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

The childminder demonstrates an understanding of the Early Years Foundation Stage requirements and parents value the caring service she provides. However, despite holding a childcare qualification, it has not helped her to provide good-quality learning experiences. She makes use of the support provided by her local authority development worker to gain ideas to develop her practice. This has enabled her to make some improvements since her last inspection. However, ongoing self-evaluation is not sufficiently focused on improving children's achievements.

Setting details

Unique reference number	258054
Local authority	Cambridgeshire
Inspection number	867109
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	11 December 2009
Telephone number	

The childminder was registered in 1995 and lives in Stretham, Cambridgeshire. She operates all year round from 7.45am to 5.15pm, Monday to Thursday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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