

Childminder Report

Inspection date

15 June 2015

Previous inspection date

23 September 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:

- Observations and assessments to track children's progress in their learning and development are not embedded in the childminder's practice. This includes the progress check completed for children aged between two and three years. As a result, children's next steps are not always clearly identified or planned for to target their individual learning needs.
- Children's prior skills and capabilities are still not fully known by the childminder because she does not gather detailed information from parents on entry about children's stage of development.
- Self-evaluation is not precise or thorough enough, thereby limiting the childminder's ability to develop a clear improvement plan that supports children's achievements over time.

It has the following strengths

- The childminder provides a welcoming and homely environment for children, and a suitable range of activities, toys and play equipment is accessible to them.
- Children develop self-confidence and positive attitudes to one another. They are happy in the childminder's care, and enjoy cuddles and confidently choose which toys to play with. This helps towards promoting their future learning and school readiness.
- The childminder has close relationships with parents, which help to support children's emotional and physical well-being. They share a sound range of information in their daily conversations.
- The childminder promotes children's behaviour in a positive manner, which is sensitive to their individual age and stage of development.

What the setting needs to do to improve further

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

- use the information gained from observations and assessments to ensure that activities are sufficiently challenging and are based on children's next steps in learning, in order to support them to make the best possible progress
- develop knowledge and understanding of the progress check for children aged between two and three years, and ensure that this is undertaken in a timely manner as part of effective assessment arrangements.

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

- gather more information from parents about children's prior skills and capabilities on entry, and use this information to ensure initial planning is built on a comprehensive knowledge of children's existing abilities
- reflect on how well the legal requirements are met and identify any areas that need to be developed, incorporating these into the self-evaluation improvement plan to ensure there is a clear strategy for improving the outcomes for children.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed teaching, and learning activities in the indoor and outdoor environment.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a sample of policies and children's records.
- The inspector checked evidence of the childminder's suitability and qualifications, and discussed her self-evaluation.

Inspector

Lindsay Dobson

Inspection findings

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

The quality of teaching is variable. The childminder provides children with some interesting toys and resources, including creative activities. Children have opportunities to explore and experiment. For example, younger children show pleasure and delight as they climb into the sand tray to dig and build sandcastles, with support from the childminder. Older children confidently use felt-tip pens and learn to make connections in the marks they make, for example, writing their name. This promotes their physical development and early literacy skills. The childminder takes photographs of the children and shares some information about what they are learning. She provides activities based on children's interests. However, she does not have a good understanding of how to assess their progress to establish next steps in learning and recognise any emerging gaps. Consequently, children are not making good progress in their learning. In addition, the childminder is not clear about the requirement to complete the progress check for children aged between two and three years, to provide parents with an overview of their progress.

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

The childminder provides support, reassurance and meets children's care needs. As a result, children develop close and trusting relationships with her. This helps to promote their personal, social and emotional development. Information gathered from parents supports children to make a smooth transition into her care. However, this is focused around their care needs. Therefore, children's initial assessments are not always precise and accurate enough to support initial planning, to help them make rapid progress from the onset of care. Children's safety is promoted and appropriate systems are in place to ensure the home remains secure at all times. This further promotes children's well-being. Children are supported to learn about a healthy lifestyle as the childminder talks about the healthy snacks she provides.

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

The childminder generally understands and meets the legal requirements of the Early Years Foundation Stage. For example, she is aware of possible risks to children and understands the action to take if she is concerned about the welfare of a child in her care. This knowledge has been consolidated through attendance at child protection training. Children are supervised effectively throughout the day and the childminder keeps accurate records of their attendance. The premises are secure and visitors' identity checked on arrival. The childminder has started to complete some evaluation of her provision. However, this is not a rigorous and effective reflection of her service, to fully assess her strengths and identify areas for improvement. As a result, the recommendations raised at the last inspection have not been fully met. Additionally, there are no clear development plans in place to help her drive future improvements. The childminder has completed mandatory first-aid training. She discusses how she tries to keep her childcare knowledge up to date and use this, along with training, to support and safeguard children.

Setting details

Unique reference number	EY276698
Local authority	Sheffield
Inspection number	856175
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23 September 2009
Telephone number	

The childminder was registered in 2004 and lives in Handsworth, Sheffield. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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