

Childminder Report

Inspection date

13 July 2015

Previous inspection date

12 October 2011

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 quality of teaching is inconsistent. The childminder does not plan activities and experiences that ensure children are consistently challenged. Therefore, children do not make good progress in their learning and development.
- Parents are not fully engaged in initial assessments to establish children's starting points in their learning.
- The childminder does not ensure children are developing a good understanding of why it is important to have a healthy diet.
- Self-evaluation is not thorough enough or linked to a clear action plan. This limits the childminder's ability to identify her strengths or areas for improvement.

It has the following strengths

- Children have opportunities to mix with others away from the childminding setting. This helps to develop their social skills and prepare them for their next stage in learning.
- Children are happy and settled. The childminder promotes children's growing independence by encouraging children to do things for themselves.
- The childminder has a good knowledge of child protection issues. She has a clear understanding of how to refer and deal with any concerns about the children in her care.

What the setting needs to do to improve further

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

- improve the quality of teaching by planning activities and experiences that ensure children are consistently challenged to make the best possible progress in their learning and development.

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

- enhance the depth of initial information gathered from parents about children's learning and development, so that the planning of appropriate activities is fully effective from the start of care arrangements
- engage children in conversation about what they like to eat, while reinforcing messages about healthier options
- improve self-evaluation in order to clearly identify areas that need to be developed, and incorporate these into an improvement plan, ensuring there is a clear strategy for improving practice.

Inspection activities

- The inspector viewed areas of the home used for childminding and looked at the garden area.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder, and looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector took account of the views of parents by reading a number of comments given to the childminder.
- The inspector and childminder discussed the children's learning while they were engaged in the activities.
- The inspector carried out a joint observation with the childminder.

Inspector

Janet Weston

Inspection findings

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

The childminder demonstrates some understanding of the learning and development requirements. She understands that children learn through play and everyday routines. Partnerships with parents are encouraged. The childminder shares ongoing verbal and written information with parents to keep them informed and involved with their child's learning. However, she does not fully utilise parents' knowledge of their children's development to enhance her planning at the start of their placement. This has an impact on her ability to determine the level of progress children are making. Furthermore, planned activities and experiences children engage in are not sufficiently challenging and on occasion, activities are mundane. Consequently, children's progress towards their next stage of learning, including their move on to school is not yet good. Children generally enjoy the activities provided. The childminder talks to them about what they are doing and asks children some developmentally appropriate questions. This helps to promote further children's listening and attention skills. Children particularly enjoy listening to stories and repeatedly access books independently.

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

The childminder provides a warm and welcoming environment. Children receive praise and affection, especially when they concentrate and persevere. This helps to build their self-esteem and confidence. The childminder joins in children's play when invited. She teaches children social skills, by encouraging them to value and respect each other. The childminder helps children to understand how to keep safe through practising regular fire evacuations. She teaches children about the importance of hygiene procedures as children wash their hands, and offers support if needed. The childminder helps children to be active by organising a broad range of physical activities. For example, children enjoy physical play in the garden and the local park. However, she misses opportunities to reinforce messages about healthy choices. As a result, children are not learning why it is important to have a healthy diet or to talk about ways to keep healthy.

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

The childminder has some understanding of the Early Years Foundation Stage requirements. Detailed risk assessments maintain a safe environment for children, within the childminder's home and for all outings. Consequently, their safety is well supported. She knows the children well and monitors their development. This provides the childminder with a broad overview of each child's abilities and progress. The childminder holds a relevant early years qualification at level 2. This gives her some knowledge of how children learn, although the impact on teaching is not yet good enough. She has attended mandatory training to update her knowledge and skills. The childminder has tried to improve her self-evaluation process since her last inspection. However, this still needs to be developed further. This is because she is unclear about her priorities for improvement. Parents are positive in their feedback and praise the childminder for the care she offers.

Setting details

Unique reference number	209727
Local authority	Staffordshire
Inspection number	864165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12 October 2011
Telephone number	

The childminder was registered in 1991 and lives in the Knypersley area of Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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