

Childminder Report

Inspection date

14 July 2015

Previous inspection date

27 January 2010

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 childminder does not use her observations and assessments of children well enough to monitor their progress and identify gaps in their learning.
- The childminder does not have a good enough knowledge of the learning and development requirements to challenge all children's learning. Consequently, they do not make good progress in their learning.
- The policy and procedure for the use of mobile phones and other technology does not fully protect children as information is not stored securely.
- The childminder does not provide many opportunities for children to become familiar with written words, letters and numbers. Therefore, she is not fully promoting their early reading skills and number recognition in preparation for the move to school.
- Although the childminder knows the strengths of the provision and has identified some areas for improvement, she has failed to identify all weaknesses in her practice. She is also in breach of the requirements of the Childcare Register.
- The childminder does not always encourage all parents to provide information about children's learning at home to help her plan their next steps more effectively.

It has the following strengths

- Children are happy and settled, forming secure relationships with the childminder. They are reassured and given frequent cuddles to ensure they feel safe.
- Children engage in a balanced range of experiences which support their interests.
- The childminder has an appropriate understanding of her responsibilities and the procedures for reporting any child protection concerns she might have.

What the setting needs to do to improve further

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

- use observations effectively to monitor children's progress from their starting points to identify their next steps in all areas and promptly provide the support they need to close any gaps in their learning
- improve knowledge and understanding of the requirements of the Early Years Foundation Stage to provide children with quality learning and development experiences
- ensure the policy and procedures for using mobile phones and other technology, and the storage of information fully protects children's safety and welfare.

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

- support children's early mathematical and literacy skills further with more opportunities for them to see and use words, letters and numbers in the environment
- develop further the process for self-evaluation to consistently meet the requirements of the Early Years Foundation Stage and improve the quality of teaching
- encourage parents to share more information about children's learning at home to help with planning and providing activities to extend them.

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect and share this with parents (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect and share this with parents (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children playing inside and outside.
- The inspector spoke with the childminder at convenient times during the inspection about children's care, learning and development, and self-evaluation arrangements.
- The inspector sampled documentation, including assessment records, and policies and procedures.

Inspector

Rachael Williams

Inspection findings

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

There is sound teaching as the childminder positively supports children's chosen activities. She plans interesting activities, such as sponge painting, to help some children in their next steps. For example, she demonstrated how to print and talked about what they were doing as children explored the paint. Children showed curiosity when the sponges created air bubbles. However, the childminder does not use her observations to identify gaps in children's learning and monitor progress from their starting points. Therefore, she does not always provide them with the support they need to progress well. Most parents provide information about their children's starting points when they first attend. However, there is less consistency in sharing information about children's learning at home. Older children communicate their ideas well and talk confidently about their experiences. The childminder questions children appropriately to extend their imaginative play. Younger children respond well to familiar rhymes, grinning happily as they enjoy them with the childminder.

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

The childminder provides a homely environment where children confidently make choices about their play because resources are easily accessible. However, the children do not have many opportunities to see letters, words and numbers written down. Therefore, the childminder is not fully promoting their early literacy and mathematical skills. The childminder uses the local environment well to extend children's experiences. Although she follows some appropriate procedures to keep children safe, this does not include the safe use of mobile phones. Nevertheless, the childminder encourages children's understanding of safe practices. For example, she explains why a toddler cannot join older children on the trampoline and provides alternative, age-appropriate equipment. Children enjoy being active. They are aware of their own personal needs, such as needing a drink, and manage tasks independently which helps prepare them for the next stage in their learning.

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

The childminder has an appropriate understanding of most of the Early Years Foundation Stage requirements. For example, she ensures that only known and authorised adults collect children. However, her policy and procedure for the safe use of technology does not consistently protect children fully. The childminder uses basic self-evaluation processes to assess her provision; however, she has not used evaluation successfully to identify breaches in the requirements or fully meet the recommendations raised at the last inspection. The childminder has not continued her professional development. As a result, she does not monitor and promote children's progression effectively.

Setting details

Unique reference number	958647
Local authority	Somerset
Inspection number	846891
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	27 January 2010
Telephone number	

The childminder registered in 2000. She lives in Highbridge, Somerset. The childminding service operates each weekday throughout the year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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