

# Childminder Report

## Inspection date

23 July 2015

## Previous inspection date

27 May 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 <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:

- The childminder's teaching is not strong enough. Planned activities and experiences do not ensure children are consistently challenged. This means children do not make good progress in their learning and development.
- The childminder does not fully develop children's understanding of how food can make a difference to their health.
- The childminder has not accessed professional development opportunities recently to continue to improve her knowledge of good practice.
- The childminder does not have a rigorous approach to self-evaluation. She does not review the quality of the provision sufficiently to identify the strengths or areas for improvement.

### It has the following strengths

- Children are effectively safeguarded as the childminder has completed appropriate child protection training. She has a good understanding of how to recognise signs of abuse or neglect, that may give rise to concerns. The childminder also holds a first-aid qualification and appropriately assesses risks in the environment.
- Partnerships with parents are positive. The childminder shares ongoing verbal and written information with parents to keep them informed and involved with their child's learning.
- The childminder makes appropriate use of the local area and amenities to help children to learn about the world around them.

## **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 consistently challenge children 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 children's understanding of the reason for eating nutritious food and how to make healthy food choices, so that they gain a greater awareness of how to keep themselves healthy
- access professional development opportunities more frequently to constantly improve knowledge and understanding of best practice
- improve procedures for clearly identifying strengths in practice and areas for improvement, and plan ways to make sure areas identified for change are swiftly acted upon.

## **Inspection activities**

- The inspector discussed with the childminder how she delivers the educational programme for children.
- The inspector looked at policies and documents the childminder uses, and discussed self-evaluation and improvement plans.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability of the members of the household and the childminder's qualifications.
- The inspector toured the areas of the premises available for childminding.
- The inspector spoke to parents, the childminder and children at appropriate times during the inspection.

## **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 has some knowledge of the learning and development requirements. Observations of children's learning are completed and their next steps are identified. Routine assessments to track children's stage of development are in place. However, the childminder does not use this information to provide sufficiently challenging planned activities and experiences. Overall, the quality of teaching and learning is variable. At times, the childminder simply supervises children's play rather than engaging with them to extend their thinking and learning. Children quickly move from one activity to another due to the lack of consistent support needed to promote their concentration and keep them focused. This means children's progress towards their next stage of learning, including their move on to school, is not yet good.

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

There are good relationships between the children and childminder. For example, when children want to sleep, the childminder responds to their needs appropriately by cuddling them. The childminder promotes children's independence by ensuring they can easily access a sufficient range of toys. Children follow good hygiene routines. They enjoy nutritious meals and snacks. However, the childminder does not discuss with children the significance of having a healthy diet or the reasons why making healthy choices is important. The childminder provides children with daily opportunities to enjoy fresh air and exercise. She promotes children's physical development well by taking them to the park to access larger apparatus to climb. This promotes children's understanding of the importance of being physically active. The childminder sets children clear boundaries to help them learn how to manage their feelings and behaviour. She teaches children social skills, by emphasising the importance of taking turns. This helps to build their self-confidence.

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

The childminder holds a relevant qualification at level 2. However, she has not recently prioritised any ongoing professional development to continue to improve teaching and learning in the setting. The result of this on children's progress means they receive an adequate level of early education. The childminder is working with a local authority advisor to help develop ways to improve her practice. Some plans are in place to further develop the provision, although, this process is not rigorous enough. This means well-targeted areas for improvement are not identified and addressed in a timely manner. The childminder has established links with other settings that children attend to provide continuity in children's care and learning.

## Setting details

<b>Unique reference number</b>	224483
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	864329
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 May 2010
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in the Tunstall area of Stoke-on-Trent. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

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