

Childminder Report

Inspection date

28 July 2015

Previous inspection date

15 March 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:

- Ongoing observations and assessments are not used skilfully by the childminder to match all activities to the children's next steps in learning.
- Self-evaluation fails to highlight strengths and weaknesses in order to make improvements to the quality of teaching and children's learning.
- The childminder does not assess what children know and can do when they first attend so that she can build on this knowledge successfully.

It has the following strengths

- The childminder is a positive role model. She is calm and patient, and speaks to adults and children respectfully.
- The childminder is aware of the requirement to provide parents with the progress check for children between the ages of two and three years. She provides parents and other professionals with information about the gaps in children's learning to ensure children receive additional support if needed.
- The childminder has a clear understanding of her roles and responsibility to protect children from harm. She recognises the signs of abuse and neglect and knows the correct procedure to follow should she have concerns about a child in her care.
- The childminder values training and ensures that the required training, such as first aid and safeguarding are kept up to date.

What the setting needs to do to improve further

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

- ensure that the assessment of all children's learning accurately identifies their next steps in learning and this information is used to help them make good progress
- gather information from parents when children first attend so that a clear picture of children's existing skills is obtained and planning for children's future learning is well targeted.

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

- improve the methods for reviewing, monitoring and evaluating practice so that weaknesses are quickly identified and action is taken to address these.

Inspection activities

- The inspector looked at areas of the premises that are used for childminding.
- The inspector observed teaching and learning activities in the indoor environment.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, children's development records, and a selection of policies and procedures.

Inspector

Lesley Bott

Inspection findings

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

The childminder understands most aspects of the learning and development requirements. Children are learning through their play, although they are not always supported to make good progress. The childminder does not consistently use the information gained from observing and assessing children to accurately target their individual learning experiences. As a result, children are not provided with sufficient challenging experiences to help them to quickly achieve their next steps in learning. Children develop social skills and experience fresh air and physical exercise as they enjoy outings to various venues in their local community. This helps them to be confident in different social situations. The childminder provides opportunities for children to explore sensory play. She uses descriptive language to engage children's interest. The childminder helps children learn to link words to their actions to promote their communication and language development.

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

Children have adequate space to play and rest. They show that they are happy and settled in the childminder's care. Children chat easily with the childminder and recall events in their family life as their confidence increases. The childminder helps children to learn how to keep themselves safe. Children understand about road safety when walking to school. They practise fire evacuation drills to know what to do in the case of an emergency. Children learn about the benefits of healthy lifestyles. They enjoy nutritious and fresh snacks and drinks offered by the childminder. Children have regular opportunities for outdoor play. They make full use of the local parks to develop their physical skills on large climbing and balancing equipment. Children's behaviour is managed sensitively. The children know and understand daily routines as they tidy away toys before getting other toys out. The childminder is a good role model and supports children to understand about taking turns and sharing resources.

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

The childminder's ongoing evaluation lacks rigour. She is not currently looking closely at her own practice to identify strengths and weaknesses, which have an impact on her practice. The childminder recognises the positive benefits to children as she develops appropriate partnerships with local schools. This helps to support children as they move on to their next stage in learning. The childminder has established clear partnerships with parents. Information about children's activities is shared verbally on a daily basis. However, the childminder does not gather information about children's starting points from parents when children first attend. This does not help her in her initial assessment of children's learning to date, in order to plan the most meaningful activities as soon as they start.

Setting details

Unique reference number	223762
Local authority	Shropshire
Inspection number	864303
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	15 March 2011
Telephone number	

The childminder was registered in 1988. She lives in Wem, Shropshire. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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