

# Childminder Report

**Inspection date**

17 August 2015

Previous inspection date

20 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		Good	2
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 does not always minimize all possible hazards in her home to fully assure children's safety at all times.
- Self-evaluation is not fully effective, limiting the childminder's ability to develop a clear improvement plan that supports children's achievements over time.
- The childminder does not provide enough opportunities for children to gain an awareness of other people's differences and similarities.

**It has the following strengths**

- Teaching is good. The childminder interacts well with children. She uses short, clear and unhurried sentences that match each child's developmental stage. The childminder listens to the children and values children's questions, conversations and suggestions. Children are helped to understand language and extend their vocabulary, which helps them make good progress in their learning.
- The childminder accurately assesses children's learning. She uses suitable guidance to benchmark children's achievements and notes the progress children make from their starting points. Using this information, she identifies accurate next steps in individual children's learning.
- The childminder engages well with parents. She keeps them well informed of their child's progress through daily discussions and the sharing of children's daily diaries. This effectively supports parents to continue their child's learning at home.
- The childminder builds effective relationships with children by giving them verbal reassurance, smiles, praise and by playing alongside them as they try out something new. This helps children to form secure emotional attachments and promotes their sense of security and belonging.

## **What the setting needs to do to improve further**

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

- ensure that risk assessments are thoroughly conducted, identifying aspects of the environment which pose a risk to children and removing or minimising the risk in order to safeguard children.

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

- improve the focus of self-evaluation to inform priorities and set challenging targets to secure continuous improvement
- extend children's appreciation of their wider society, by providing opportunities that help children to respect differences in ethnicity, language, religion, culture, special educational needs and disabilities.

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

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities in the childminder's home and garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's suitability and training, and the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of children spoken to on the day and from information included in the childminder's own parental survey.

### **Inspector**

Linda Yates

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder supports children well so that they develop the skills they need in readiness for school. She encourages children to represent and develop their own ideas during activities, which helps to develop their imagination and creative skills. Children choose from a range of materials and use glue to stick them on to their own stone. Some of the children make monsters and laugh as they make monster sounds together. The childminder uses a range of developmentally appropriate teaching strategies to encourage children's learning. She compares objects and uses discussion to develop children's understanding of simple concepts, such as big and little. The childminder enhances this activity by encouraging children to observe the similarities and differences in the colours. She models counting promoting their mathematical development, incorporating the next steps in children's learning. The childminder puts a high priority on reading to children. She reads a variety of books to children, both at home and at the library promoting their literacy development.

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

The childminder has not fully risk assessed her home effectively. She has not fully considered the risks posed to children from the accessible drinks cabinet in the lounge or the unlocked first floor windows. The risks are minimised because the childminder constantly and responsibly engages in supervising children at all times. However, she has not considered other ways to minimise the risks to children, other than supervision. This means she cannot always give her full attention to engaging with children to support their well-being. Children regularly visit the local playground to use the climbing apparatus and explore the local sensory garden. This gives children opportunities to develop their physical skills, and encourages them to touch, smell, listen, and generally interact with the natural environment.

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

The childminder has a reasonable understanding of her responsibilities. She has begun to identify some strengths and weaknesses in her practice. However, she has not effectively checked that the improvement plan fully supports children's achievements over time. This is because the childminder has not effectively risk assessed the home environment. The childminder checks the activities she provides to make sure all areas of learning are included in the planning. However, there are fewer opportunities for children to learn about people of ethnic minorities or people with diverse physical characteristics, including disabilities. The childminder has attended training on safeguarding children. This has given her a suitable understanding of the possible signs of abuse and neglect. She also knows what to do should she have a concern about any child in her care. The childminder keeps up to date with the latest news and ideas in early years. She reads relevant monthly magazines and has made links with the local authority worker and the local schools.

## Setting details

<b>Unique reference number</b>	223801
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	864304
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 January 2010
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Shifnal, Shropshire. She operates all year round from 6.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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