

# Childminder Report

**Inspection date**

7 September 2015

Previous inspection date

1 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The childminder does not assess all children's progress frequently or accurately enough. Therefore, she does not have a clear and accurate picture of each child's stage of development.
- Partnerships with parents are not effectively established. Joint methods to support children's learning and development at home and in the childminder's care are not sufficiently developed.
- The childminder does not have effective procedures in place to complete the progress check for children between the ages of two and three years in a timely manner.

### **It has the following strengths**

- The childminder generally knows how to promote children's development across the seven areas of learning. Children actively participate in the interesting range of activities that the childminder provides.
- Children are happy and emotionally secure in the warm and nurturing environment. Children demonstrate that they feel safe and form positive relationships with the childminder and other children.
- The childminder engages children in conversations well. She extends their listening and speaking skills by asking appropriate questions and introducing them to new words. Consequently, all children, including those who speak English as an additional language, progress well in this area of their development.
- Children have good opportunities to develop their understanding of similarities and differences of people in their community and the wider world.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve the methods of assessing children's achievements to ensure any gaps in their learning are quickly identified, in order for activities to be precisely planned to support their individual next steps in learning	29/01/2016
■ improve the methods for working in partnership with parents so that information regarding children's learning, development and well-being is consistently shared, in order to fully support their progress.	29/01/2016

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

- provide parents, in a timely manner, with a short, written summary of their child's progress and development for children between the ages of two and three years. This would allow parents to share this with their health visitor when their child's development review is due to take place.

### Inspection activities

- The inspector toured the premises and observed children's activities.
- The inspector jointly evaluated children's learning with the childminder.
- The inspector looked at children's assessment records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of all household members. She also checked the childminder's qualifications, policies and procedures and discussed the childminder's self-evaluation form.
- The inspector viewed one written evaluation form from a parent.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a thorough understanding of child protection. She knows the procedures to follow should she have concerns about a child's welfare. She has a good knowledge of how to keep children safe when they are using the internet and social media. A range of policies and procedures are well implemented, which also help to keep children safe. Despite the childminder being well qualified, her teaching skills are variable. The childminder keeps up to date with mandatory training, such as paediatric first aid and safeguarding. The childminder completes a summary of children's progress between the ages of two and three years. However, this is not completed in a timely manner to enable parents to share it with their child's health visitor.

### Quality of teaching, learning and assessment requires improvement

The childminder plans activities that arise from children's interests and supports the different ways that children like to learn. For example, babies enjoy playing with a variety of different textured balls. This supports their interest in objects that roll. Babies stack toy bricks and enthusiastically copy the childminder as she counts the number of bricks out loud. This helps them to develop good numeracy skills. Furthermore, older children develop mathematical skills as they play matching and sorting games. However, the childminder does not always plan activities that are based on what children need to learn next or use her observations to establish the progress children are making. Consequently, children do not make the best possible progress. Conversations with parents about children's learning and development are limited. Therefore, children do not always receive consistency in their learning experiences.

### Personal development, behaviour and welfare are good

Children settle well in the childminder's care. The childminder is a positive role model and praises children's efforts. This gives children a sense of achievement and supports their self-confidence. Children demonstrate good independence skills. Older children have active imaginations and demonstrate a fun sense of humour. For example, they giggle as they imagine getting a real helicopter for their birthdays. Children behave well and have good manners. Children understand how to keep themselves safe. They know to let their hot dinner cool down before they eat it. The childminder prepares children emotionally for forthcoming changes in their lives. For example, she plans additional activities that prepare them for the impending arrival of a new sibling. Furthermore, she accompanies children with special educational needs and/or disabilities on their visits to school. The childminder has developed effective partnerships with the settings children move on to, which ensures consistency in their care.

### Outcomes for children require improvement

The childminder's monitoring of some children's development is not strong. Consequently, any gaps in their learning are not identified or addressed quickly enough. As a result, some children are not making the best possible progress and are not fully prepared for their next stages in learning, such as school.

## Setting details

<b>Unique reference number</b>	EY366215
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	863858
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 June 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Grantham, Lincolnshire. She operates all year round from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 4. She provides funded early education for two-, three- and four-year-old children. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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