

# Childminder Report

**Inspection date**

23 September 2015

Previous inspection date

1 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not complete a progress check for children between the ages of two and three years. Parents do not receive a written summary of children's progress in the prime areas of learning during this time.
- The childminder does not use information from observations to plan suitable learning opportunities for the next steps in children's learning and development.
- The childminder does not assess or monitor children's progress regularly or accurately enough to enable children to make good progress.
- Parents are not provided with information about the progress their children are making.
- The childminder does not address the priorities for improvement that she has identified herself.
- The childminder occasionally offers activities to promote children's awareness of diversity that are not meaningful for their age and stage of development.

### It has the following strengths

- The childminder demonstrates a good understanding of her responsibilities to meet the safeguarding requirements of the Early Years Foundation Stage. The safety and well-being of the children is actively promoted.
- The childminder supports children's developing independence. They are gaining self-confidence and self-esteem.

## What the setting needs to do to improve further

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

	Due Date
■ complete the progress check for children between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas of learning	09/10/2015
■ use the information gained from observations to provide challenging and well-planned activities that reflect children's needs, interests and capabilities and motivate their learning	23/10/2015
■ improve the assessment and monitoring of children's progress and ensure that children make good progress in all areas of their learning and development	20/11/2015
■ ensure that parents are provided with clear information regarding their children's progress and development.	09/10/2015

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

- address promptly any areas of practice that have been identified as an area for development
- provide children with more appropriate opportunities to develop their knowledge and understanding of diversity.

### Inspection activities

- The inspector viewed all areas used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and the childminder jointly evaluated learning activities offered to the children during the inspection.
- The inspector looked at the childminder's policies, procedures, and documentation. This included her self-evaluation and evidence of the suitability of people living on the premises.
- The inspector took into account the views of parents and carers spoken to during the inspection and also written references about the childminder's practice.

**Inspector**  
Kathy Kilner

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are effective. This is because the childminder focuses her professional development on the safeguarding and welfare requirements. However, the learning and development requirements of the Early Years Foundation Stage are not effectively met. The childminder has a childcare qualification. This has no impact on the quality of her teaching as she does not use this knowledge to support her practice. The childminder identified that she needed to develop her use of assessment and monitoring of children's progress to plan suitably challenging activities for the children. However, she has not planned how she is going to implement this to improve the quality of her practice.

### Quality of teaching, learning and assessment is inadequate

The childminder observes children but does not use the information to plan learning opportunities to actively promote children's learning. This is because assessments of what children are learning are not frequent or accurate enough to correctly inform the childminder's planning. The childminder's lack of focus of planning challenging activities means that there is little opportunity for good quality learning. The childminder sometimes talks to parents and other providers regarding children's progress. However, these discussions are not detailed enough to ensure that children receive the support they need at an early stage.

### Personal development, behaviour and welfare are inadequate

The childminder has established secure relationships with the children and their families. Children's behaviour is good. The childminder gives consistent messages that are appropriate for their ages. The childminder has several of the same resources to support children who are learning to play and cooperate with each other. However, she occasionally offers activities to promote diversity that do not make sense to them. For example, she asks young children to decorate flags to celebrate occasions in other countries, but children do not learn enough about the country or the celebration to develop their understanding. The childminder cooks balanced, nutritional meals. Children are regularly taken to the local park and on outings. Their physical well-being is effectively promoted.

### Outcomes for children are inadequate

Assessment is not precise or regular enough to ensure that planning meets children's needs. Children do not make sufficient progress. Statutory assessments are not completed. This means that children are not well prepared for the next stages in their learning or for school. The childminder does not have sufficiently high expectations for all children.

## Setting details

<b>Unique reference number</b>	EY428901
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	939231
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 February 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Misterton, near Doncaster. She works with an assistant. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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