

# Childminder Report

<b>Inspection date</b>	24 September 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
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 always use information gained from her observations to effectively plan activities tailored to children's individual learning needs.
- The childminder does not find out enough about children's existing skills and development when they first start.
- The childminder does not provide enough opportunities for children to learn about similarities and differences within the wider society.

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

- Children relate well to the childminder and they are happy in her care. She has a kind and caring nature. The childminder gives frequent praise and encouragement. She builds children's confidence and promotes their emotional well-being.
- Partnerships with parents work well. Information about children's care, well-being and achievements are shared each day.
- The childminder takes positive steps to minimise risks to children within the home and on outings. She has clear procedures in place to keep them safe and secure.

## 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 use of information gained from observations to make sure children's next steps in learning are planned for through purposeful and appropriately challenging activities	30/10/2015
■ find out more about children's prior learning and development when they first begin to attend and establish firmer starting points for their learning.	30/10/2015

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

- explore ways to help children gain a greater awareness of different people, families and communities.

### Inspection activities

- The inspector looked at areas of the premises that are used for childminding.
- The inspector jointly observed and discussed the teaching and learning activities provided with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of the childminder's assistant and other adults living on the premises, the childminder's qualifications, children's progress records and a selection of policies and procedures.
- The inspector talked to the childminder about her plans for improvement.

### Inspector

Jacqueline Nation

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has a suitable understanding of all legal requirements. She maintains correct adult-to-child ratios and demonstrates a clear understanding of how to supervise children appropriately. Safeguarding is effective. The childminder is clear about the procedures to follow in the event of a concern about a child in her care. She makes sure her assistant knows how the provision operates. He holds a relevant qualification to enable him to administer first aid. The childminder supervises the children well to keep them safe within the home and while on outings. She has started to reflect on her practice and is keen to continue with further training to improve her knowledge and teaching skills. The childminder has been minding for a short time. Some aspects of practice are not secure enough to make sure that children make consistently good progress in readiness for school.

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

The childminder uses some suitable teaching strategies. For example, she interacts with younger children to help promote their communication and language skills. She sings songs and looks at books with them. Younger children show their enjoyment as they copy the actions to a nursery rhyme. Children use resources to help develop their early technology skills. They confidently press buttons and turn knobs to make a sound. The childminder carries out some observations of children as they play and she is beginning to identify their next steps in learning. However, learning activities are not always matched closely enough to children's individual learning needs. This means they do not have as much opportunity as possible to make good progress. The childminder gathers some information from parents when children first start. However, she does not find out enough about what their children already know and can do to provide her with very accurate starting points to plan for future learning.

### **Personal development, behaviour and welfare require improvement**

Children's care needs are met appropriately. Their routines are followed and individual needs are taken into account throughout the day. Play and learning areas are organised to enable children to explore safely, develop independence and make choices. Children's health and physical development is suitably fostered. Older children become involved in discussions about healthy eating. Younger children take part in circle games, while older children play in the garden. Children are helped to understand the rules for being together and to learn about acceptable behaviour. They are encouraged to share, take turns and use good manners. Children begin to understand about the wider society. However, there are not enough opportunities for children to gain a greater awareness of different people, families and communities.

### **Outcomes for children require improvement**

Children make steady progress in their learning. The childminder has given some consideration to supporting older children in readiness for school. For example, they begin to manage their own self-care needs, and she includes activities to develop children's number skills and knowledge of letters and the sounds they make.

## Setting details

<b>Unique reference number</b>	EY485711
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1026675
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in the Smethwick area of Sandwell. She operates all year round from 7.30am until 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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