

Childminder Report

Inspection date

8 October 2015

Previous inspection date

30 April 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		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 know how to effectively use observation and assessment to successfully plan for the next steps in children's learning.
- The childminder does not always exchange clear information with parents about children's interests, needs and achievements. Therefore, a shared approach to successfully supporting children's learning and development is not fully established.
- The childminder's self-evaluation is not thorough enough to effectively identify and address all weaknesses, and help her achieve and maintain a good standard of care and education.

It has the following strengths

- The childminder is very kind and caring. She ensures that all children know that they are valued and special. Children learn about similarities and differences between themselves and others, and among families, communities and traditions.
- The childminder has forged good relationships with parents and they are pleased with the service that she provides.
- The childminder is a positive role model, setting clear and consistent boundaries for the children. Consequently, children quickly learn what behaviour is acceptable, and they treat people and property with care and respect.
- Children's good health is protected. The childminder's home is very clean, and good hygiene procedures are rigorously followed by adults and children.

What the setting needs to do to improve further

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

Due Date

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| <ul style="list-style-type: none"> ■ improve knowledge and understanding of how to effectively observe children, and use what is discovered to successfully assess each child's starting points, track their progress and shape learning experiences. | <p>08/11/2015</p> |
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To further improve the quality of the early years provision the provider should:

- exchange more precise information with parents to promote greater continuity in children's learning and to gain a more accurate picture of what children know, like and can do
- develop thorough self-evaluation so that weaknesses in teaching practice are effectively identified and addressed, and the quality and effectiveness of the provision continues to improve.

Inspection activities

- The inspector had a tour of the parts of childminder's home used for childminding and observed children engaged in a variety of activities.
- The inspector viewed evidence of the suitability of all adults living on the childminding premises.
- The inspector looked at a sample of policies, training records and children's assessment records, and discussed the childminder's self-evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of some parents recorded on letters and questionnaires.

Inspector

Carol Johnson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has an adequate understanding of her legal responsibilities. She ensures required training is completed, and all areas of her home used for childminding are safe and very clean. Since the last inspection, the childminder has received support from the local authority and has acted on some of the advice given. For instance, she has improved the way that she records her observations and assessments. She also makes better use of published guidance to help her assess whether children are showing typical development for their age. However, the childminder does not use robust self-evaluation to identify ongoing weaknesses in the quality of her teaching and to help drive continual improvement. She lacks a good understanding of how to effectively observe children and accurately assess their progress. The arrangements for safeguarding children are effective. The childminder confidently describes some of the possible indicators of abuse and would not hesitate to act on any concerns.

Quality of teaching, learning and assessment requires improvement

Despite the childminder's qualification and childcare experience, the quality of her teaching is not consistently good. Observation and assessment are not precise enough to successfully identify and plan for the next steps in children's learning. This means children do not receive targeted activities to help them make the best possible progress. Also, the childminder does not always exchange clear information with parents about what their children know, like and can do. Nevertheless, children have fun and are keen to participate in the experiences provided. They regularly go on outings to local parks and tourist attractions. Children develop physical skills as they walk, run and climb during these outings. They also learn about nature and the world around them. The childminder interacts particularly well with children, regularly asking questions that encourage them to think, listen and respond. The childminder gets down to the children's level while speaking and is constantly modelling language and introducing new words. Toddlers follow simple instructions and are starting to put two words together. They show an avid interest in books and enjoy joining in with familiar songs and rhymes.

Personal development, behaviour and welfare require improvement

Children enjoy loving and affectionate relationships with the childminder. They happily go to her for any necessary comfort, reassurance and support. The childminder asks parents about their children's home routines and their parenting practices, and works with them to provide consistent care. Children make some independent choices about their play and learning, and confidently explore the familiar surroundings of the childminder's home. The childminder teaches children how to protect themselves. She regularly talks to them about a variety of safety issues and alerts them to possible hazards and dangers. Road safety is routinely practised and reinforced during outings.

Outcomes for children require improvement

Children make steady progress from their starting points. The childminder takes some steps to prepare children for school and future life. For example, she encourages children to make decisions and talks to them about why it is important to listen and share.

Setting details

Unique reference number	250164
Local authority	Solihull
Inspection number	866436
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	30 April 2009
Telephone number	

The childminder was registered in 1994 and lives in Solihull. The childminder operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 2.

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