

Childminder Report

Inspection date

21 October 2015

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Children are not making the best possible progress in all areas of learning. The childminder does not use information gained from precise observation and assessment to plan and provide activities.
- The childminder does not always exchange clear information with parents about what children know, understand and can do. Also, she does not fully engage parents in guiding their children's learning at home. Therefore, a shared approach to successfully supporting children's learning and development is not fully established.
- The childminder does not use self-evaluation effectively to evaluate and monitor her provision. This means that she does not always identify and sufficiently address areas that need improving to benefit children.

It has the following strengths

- The childminder provides a warm and friendly environment where children feel safe and secure. Children develop strong bonds with the childminder.
- The childminder acts as a good role model. She is polite and speaks to children in a calm and respectful manner. She praises children's positive behaviour, effort and achievement and this contributes to the happy atmosphere and children's good self-esteem.
- The childminder has forged good relationships with parents. They are happy with the service that the childminder provides.

What the setting needs to do to improve further

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

Due Date

- improve knowledge and understanding of how to successfully use observations of what children already know and can do, to plan learning experiences that are accurately tailored to children's needs and help them make good progress in all areas of learning. 21/12/2015

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

- enhance the quality of information exchanged with parents to gain a more accurate picture of what children know, like and can do in order to help promote greater continuity and achievement in children's learning
- 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 the childminder's home used for childminding. She observed children engaged in a variety of activities.
- The inspector observed and evaluated a learning activity with the childminder.
- 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. She also 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 parents.

Inspector

Carol Johnson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has a reasonable understanding of statutory requirements. Since the last inspection, she has worked closely with the local authority and made a number of improvements to her provision. For example, the childminder has changed the way that resources are stored. Children now have easier access to a wider variety of toys and equipment. She is more vigilant with regards to safety and now manages children's behaviour effectively and consistently. However, the childminder is still not monitoring the quality and effectiveness of her provision effectively. The quality of her teaching is not good enough to achieve the best possible outcomes for children. Despite this, the childminder shows a strong willingness and desire to move forward. The arrangements for safeguarding are effective. The childminder is aware of the possible signs and symptoms of abuse. She knows what to do if she has any concerns about children's safety or welfare.

Quality of teaching, learning and assessment requires improvement

Since the last inspection, the quality of the childminder's teaching has improved. She provides activities and resources that interest children and makes more of an effort to join in children's play. She models language and frequently introduces children to new words. The childminder is also observing children more often. However, the childminder still does not know how to successfully use observation to track children's progress and accurately identify the next steps in their learning. She does not ensure that planned learning opportunities are precisely and consistently tailored to children's needs. Also, the childminder does not exchange good quality information with parents about what children know, like and can do. Parents are not fully supported and engaged in guiding children's development at home. Consequently, children are not effectively supported to make good progress from their starting points in every area of learning. Despite this, children are happy and motivated to learn. Toddlers show delight, curiosity and physical dexterity as they play with dough. They use trial and error to complete simple jigsaw puzzles and are starting to recite some number names in sequence.

Personal development, behaviour and welfare require improvement

Children are happy and settled. They clearly communicate their needs and preferences, and are learning what is expected of them in terms of their behaviour. Children play and rest in a safe, secure and clean environment. They confidently explore their surroundings and make some independent choices about their play. The childminder's garden is not used for childminding purposes. However, children are provided with daily opportunities for physical exercise. They frequently go for walks in the local neighbourhood and often visit local parks and shops.

Outcomes for children require improvement

Children make steady progress from their starting points. The childminder takes some steps to prepare children for school and the next stage in their learning. For example, she encourages children to become independent with regards to their personal care.

Setting details

Unique reference number	226753
Local authority	Leicester City
Inspection number	1018295
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16 June 2015
Telephone number	

The childminder was registered in 1992 and lives in Leicester. The childminder operates all year round from 5.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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