

# Childminder Report

**Inspection date**

1 December 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's observations and assessments of children's learning and development do not enable her to monitor their ongoing progress effectively. She does not always plan challenging activities based on children's individual needs and their next steps in learning.
- The childminder does not use her partnerships with parents effectively to establish clear starting points for children's learning, or to engage them in their children's learning on an ongoing basis.
- Self-evaluation procedures are not sufficiently robust. The childminder has not clearly identified areas for improvement or ways to build on her practice.

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

- The childminder forms strong attachments with children, effectively supporting their emotional well-being.
- The childminder promotes healthy lifestyles and good hygiene routines. Children have regular opportunities to enjoy fresh air and exercise.
- Parents are pleased with the childminder's approach. They comment that she warmly welcomes their children and helps them to develop a sense of belonging in her home.

## What the setting needs to do to improve further

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

### Due Date

- undertake regular and accurate assessments of what children can do, and use the information gained to identify their next steps in learning and plan suitably challenging activities, so that they make good progress. 01/02/2016

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

- exchange regular information with parents to gain a more accurate picture of what children know, like and can do, and share ideas about how to extend learning in order to promote higher levels of achievement
- strengthen self-evaluation to ensure ongoing targets for improvement are based on an accurate assessment of practice, and that professional development opportunities are identified and accessed to improve the quality of teaching.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as policies and procedures and evidence of the childminder's suitability to work with children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder understands her role and responsibilities to protect children from harm. She is aware of the signs of abuse and understands the procedures to follow should she have any concerns about a child's welfare. The childminder ensures that children can play in safety and minimises risks within her home. The childminder has attended safeguarding and paediatric first-aid training and holds a relevant childcare qualification. However, the childminder does not always effectively evaluate her provision. She has not identified weaknesses in her planning and assessment process, or used professional development opportunities to improve the quality of teaching.

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

The childminder does not find out children's interests and starting points when they first join her setting. Nevertheless, children are happy and occupied. The childminder uses her experience, qualification and training to plan a range of activities that children enjoy. She carries out some observations and assessments of children's progress. However, she does not use this information well enough to identify any gaps in children's development, or to identify children's next steps in learning. The childminder introduces mathematical concepts during activities and everyday routines. She teaches them about colours and numbers. She introduces and models new words and simple sentences to support children's understanding and speaking skills. The childminder effectively promotes children's language skills, including children who speak English as an additional language. The childminder talks with parents on a daily basis about their child. However, she does not share information about what their children are learning or give parents ideas to help their children progress at home.

### Personal development, behaviour and welfare require improvement

The childminder provides children with settling-in sessions to help them quickly make secure attachments. The childminder is kind and caring, and understands the emotional needs of children in her care. The environment is warm and welcoming. There is a good variety of accessible toys and resources for children to use. Children feel comfortable and secure. They learn how to keep themselves safe through gentle reminders, such as how to use equipment safely. Children frequently attend groups where they mix with other children from a variety of different cultures. This helps them develop social skills, and encourages them to interact positively as they learn about diversity and the world around them.

### Outcomes for children require improvement

Children are working at the typical levels of development for their ages, and are developing some of the skills needed for their next stage in learning, including the move on to school. They are interested and eager to join in with activities. However, their progress is not yet good, as activities are not always targeted at their individual next steps in learning.

## Setting details

<b>Unique reference number</b>	EY476323
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	990295
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<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>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Leicester. She operates all year round from 7am till 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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