

Childminder Report

Inspection date

13 January 2016

Previous inspection date

1 March 2011

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 has not completed the progress check for children between the ages of two and three years.
- The childminder does not consistently assess children's progress based on an accurate knowledge of their starting points and achievements.
- The childminder does not ensure that priorities she has identified to improve practice have effective plans for improvement.

It has the following strengths

- The childminder is sensitive to children's emotional needs, providing a warm and caring environment. Children are happy and settled with the childminder, and form secure and positive attachments with her.
- The childminder praises and encourages children's achievements and efforts, which help to promote their self-esteem and confidence.
- Children demonstrate good behaviour and manners towards the childminder because she consistently models and reminds children how to respect and help each other.
- The childminder develops positive relationships with other providers where children also attend, such as pre-school.

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	18/03/2016
■ ensure that observation and assessment of children's progress are accurate and precise, and used to track children's progress to help them achieve a consistently good level of development.	18/03/2016

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

- devise and implement more thorough self-evaluation, to strengthen the links between identified priorities and plans for improvement.

Inspection activities

- The inspector observed the quality of teaching during activities and as children played independently, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed the teaching and learning with her.
- The inspector checked evidence of the suitability of all household members, children's records and policies that inform the childminder's practice.
- The inspector accompanied the childminder as she picked up children from pre-school and spoke to the nursery manager about how they work together to support the children.
- The inspector spoke to a small selection of parents during the inspection and took account of the written views of other parents.

Inspector

Kathy Kilner

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not ensure that her provision meets all statutory requirements, particularly regarding learning and development. The childminder has identified that she requires further training to support her own professional development. However, she has not actively promoted this, or fully considered how she will promote high-quality teaching to ensure the best outcomes for children. The arrangements for safeguarding are effective. Children are kept safe and are protected from harm. The childminder ensures that her premises and equipment are safe. She knows the signs and symptoms that would alert her to concerns about a child's welfare and understands how to follow local child protection procedures.

Quality of teaching, learning and assessment requires improvement

The childminder has a suitable approach to organising activities and learning experiences to include all areas of learning. She supports children in their play and shows an interest in what they are doing and saying. The childminder supports children's imagination. Children giggle as they discuss with the childminder whether the toy lion or the monkey is going to eat their breakfast. The childminder engages children in conversations and encourages them to count. This is helping to promote their communication and mathematical skills. The childminder observes children and completes basic assessments that form an awareness of children's development and their abilities. However, these assessments are not robust enough for the childminder to consistently provide children with sufficient challenges to help them make better progress. In addition, the childminder does not complete the progress check for children aged between two and three years. This does not ensure that any gaps in learning are identified quickly, so that the earliest intervention can be sought if required.

Personal development, behaviour and welfare require improvement

The childminder shares information about children's care needs with parents when they first attend her setting. She has established a good working relationship with parents. The childminder knows babies favourite songs which she sings to soothe them when they are tired or upset. This helps babies feel comfortable and settled in the childminder's care. The childminder supports children's independence and self-help skills, giving them time to put on their coats and shoes when they go out. She works with pre-school staff and parents to support children's time there, for example, supporting children to recognise their name on their registration cards. Children have many opportunities to make choices, such as what they would like for lunch. They demonstrate that they have been taught how to keep themselves safe, independently putting toys away so that they maintain a safe environment.

Outcomes for children require improvement

Children make suitable progress in their learning. Children are gaining some of the skills that support them in readiness for the move on to school. Their growing independence is promoted as the childminder provides encouragement and praises the children when they do things for themselves.

Setting details

Unique reference number	260496
Local authority	Lincolnshire
Inspection number	867179
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 15
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	1 March 2011
Telephone number	

The childminder was registered in 2000 and lives in a village in Lincolnshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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