

Childminder Report

Inspection date

26 January 2016

Previous inspection date

4 October 2010

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessment processes for all children are not effective enough to identify children's current stage of development or to monitor their progress for any patterns in learning between groups of children. This has an impact on how successful the activities and play opportunities are to support children's learning needs and help them make more rapid progress from their starting points.
- The childminder does not always include children's next steps when planning activities, so they provide sufficient challenge and focus on what children need to learn next.
- Partnerships with parents and other settings that children attend are not fully effective. The childminder does not share detailed information about how children are progressing to enable consistency in their learning.
- The childminder does not always provide consistent opportunities for children to practise their early writing skills.
- The childminder does not use self-evaluation effectively to identify and address all key weaknesses in the provision.

It has the following strengths

- Children have strong attachments with the caring childminder and assistants, and feel comfortable and secure in their company.
- Children behave well. The childminder and assistants make their expectations clear, helping children to share and take turns, which helps them to form friendships.

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 systems to assess and monitor the progress that individual and groups of children make, to identify their next steps and any patterns in learning	11/03/2016
■ ensure planned activities build on children's individual next steps to provide consistently challenging learning experiences	11/03/2016
■ develop a regular two-way exchange of information with parents and other settings that children attend regarding children's development, to enable consistency in their learning experiences.	11/03/2016

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

- provide more opportunities for children to consistently practise their early writing skills during their play
- develop self-evaluation arrangements to more robustly review the quality of teaching and overall provision to identify key areas to improve.

Inspection activities

- The inspector observed children's self-chosen play and adult-led activities.
- The inspector took account of the views of children and their parents.
- The inspector held discussions with the childminder and assistants at appropriate times during the inspection.
- The inspector sampled documentation, including children's learning records, policies and procedures, and training and qualification certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has completed safeguarding training and she and her assistants are knowledgeable about child protection issues and procedures to follow. The childminder has informal discussions with her assistants to share any concerns and suggestions for improvements. This has helped them to begin to review how they assess children's learning. The childminder does not monitor her effectiveness well enough to examine the success of what they do and focus on addressing key weaknesses. The childminder appropriately keeps up to date with legislative and practice changes through training and meetings with other local childcare providers. This has given her the idea to use daily diaries to make parents aware of their children's care routines and general experiences.

Quality of teaching, learning and assessment requires improvement

Some aspects of teaching are good. The childminder and assistants interact well with children to promote their understanding and speaking skills. They ask questions to encourage children to express their thoughts and ideas, and often teach children to communicate in different ways. However, the current assessment systems do not provide the childminder with sufficient information about children's current stage of development and their next steps. As a result, the childminder is unable to identify patterns of learning between groups of children, and activities do not always meet children's learning needs. For example, children of varying ages participate in the same craft activity, but the childminder does not provide additional challenge for the older children to extend and meet their learning needs. The childminder does not consistently support children to practise their early writing skills. Partnerships with parents and other settings that children attend are not effective to promote children's learning consistently.

Personal development, behaviour and welfare are good

Children settle well due to the caring attention they receive from the childminder and assistants. They are quick to praise children for their efforts and achievements, which helps to build children's confidence. Children take responsibility for their own care needs during daily routines, such as washing their hands before eating. The childminder supports children well to develop an understanding of how to keep safe. For example, they help to set out and tidy away toys and equipment, and practise the fire drill regularly with the childminder so they know how to leave the premises quickly and safely in the event of an emergency.

Outcomes for children require improvement

Children are working at the expected stage of development for their age. They make steady progress in their learning and acquire the basic skills to prepare them for school.

Setting details

Unique reference number	104606
Local authority	Devon
Inspection number	839302
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	12
Number of children on roll	20
Name of provider	
Date of previous inspection	4 October 2010
Telephone number	

The childminder registered in 1993 and lives on the outskirts of Newton Abbot in Devon. She opens from 7am to 6pm, Monday to Friday, all year around. The childminder works with two assistants. The childminder offers funded places for the provision of early years education for children aged two, three and four years.

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