

Childminder Report

Inspection date

1 March 2016

Previous inspection date

Not applicable

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

- Strategies to involve all parents in their children's learning and development are not robust enough. The childminder does not fully support parents in guiding their children's development at home in order to make the best possible progress.
- Activities and learning experiences for children are planned by the childminder. However, at times these lack challenge and stimulation to promote each child's full potential.
- Self-evaluation is not fully effective in identifying key strengths and weaknesses. The childminder does not encourage meaningful involvement from parents and children, in order to enable the continuous improvement of the provision.

It has the following strengths

- Children develop good communication and language skills. The childminder supports them to gain a wide vocabulary. She listens attentively to children and responds with interest to their comments. Children are confident speakers.
- The childminder shares information with the local school regarding children's learning. She prepares complementary activities and this ensures children receive reasonable support in preparation for their move on to school.
- Children learn how to keep themselves healthy. They follow good hygiene practices, benefit from fresh air and daily exercise, and learn about which foods are good for them.

What the setting needs to do to improve further

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

- improve the exchange of information shared with parents about their children's progress, emerging interests, and how they can support their children's learning at home
- make even better use of information gained from observation and assessment of children's learning and plan a wider range of challenging and enjoyable experiences for each child
- develop effective systems of self-evaluation that identify strengths and weaknesses and improve teaching skills, taking into account the views of parents and children to formulate a clear plan for improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's qualifications, policies and procedures and continued professional development plan.
- The inspector viewed testimonials and feedback from parents and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder demonstrates a good knowledge of how to safeguard children and the procedures to follow if she has concerns about a child in her care. In addition, the childminder has policies and procedures in place to further support and underpin her practice. Secure relationships with parents have been established. Parents comment on the childminder's flexibility and friendly approach. The childminder gathers information from parents about their child's achievements. However, she does not share enough information about children's learning with parents to help them guide their children's learning at home. The childminder is keen to improve. She is beginning to reflect and evaluate her practice and has identified some training needs. However, she has yet to formulate action plans or obtain the views of parents to inform this process and raise the quality of her teaching.

Quality of teaching, learning and assessment requires improvement

The childminder talks to children and listens to what they have to say. She answers their questions and provides good opportunities for them to think of and execute their own ideas. For instance, they choose the materials they want to use with play dough and decide what they are going to make. The childminder identifies the next steps in children's learning and plans some purposeful learning experiences. However, she does not make the best use of the information gained to plan really challenging learning experiences. At times the activities are sometimes mundane and children are not always fully engaged so they quickly lose interest.

Personal development, behaviour and welfare require improvement

The childminder's home is well organised and safe. Children arrive happy and relaxed and soon settle. They approach the childminder with ease and welcome her support and interaction as they play. The childminder is a good role model. She is calm, caring and provides clear instructions so children know what is expected of them. Children follow the high standards for behaviour set by the childminder. The childminder uses praise and encouragement when children face a new challenge. The environment is well organised and provides plenty of age-appropriate resources. Children have opportunities to make choices and follow their interests. However, some planned activities are not well matched to children's individual learning needs. Children enjoy trips to local parks, playgroups and go on daily walks. This helps to support their health, well-being and further develops their physical skills. Children also learn to mix with other children of different ages, which further supports their social skills.

Outcomes for children require improvement

Children are not making consistently good progress given their starting points. They are developing some of the skills they need in preparation for their move to school. Children are becoming independent and are developing good social skills. Language development is well supported and they are becoming confident communicators.

Setting details

Unique reference number	EY467513
Local authority	Leicester City
Inspection number	962004
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Earls Monsell, Leicester. She operates all year round from 7am to 6pm, Tuesday to Friday, except 2 weeks at Christmas and family holidays.

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