

Childminder Report

Inspection date

15 March 2016

Previous inspection date

4 December 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:

- Information gained from observations and assessments of children's progress are not used well enough to precisely plan, suitable and challenging activities for individual children.
- Children are not consistently learning about the benefits of good personal hygiene procedures and how to keep safe.
- The childminder does not quickly recognise the importance of organising toys and space to fully support very young babies physical development and progress.

It has the following strengths

- Children quickly develop secure emotional attachments to the childminder. They are happy and settled. Children's personal, social and emotional development is supported well.
- Information is shared frequently between the childminder, parents and other settings where children attend. This two-way communication and extended partnership, helps to provide some consistency of care and learning for children.
- The childminder keeps up to date with changes to statutory and other government policies through various training resources.
- The childminder praises children on their achievements which builds on their self-esteem and confidence. Toys and resources are easily accessible and enable children to independently select what they want to play with for themselves.

What the setting needs to do to improve further

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

Due Date

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| <ul style="list-style-type: none"> ■ ensure that observations and assessments of children's progress are consistently precise and used to effectively plan suitable and challenging activities for children. | <p>17/05/2016</p> |
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To further improve the quality of the early years provision the provider should:

- improve the quality of teaching to consistently help children learn about keeping safe and the importance of good personal hygiene routines to promote their health
- review the way space and toys are organised to help the youngest of children safely progress in their physical development.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's qualifications and training.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability and her self-evaluation.
- The inspector took account of parents' written views about the provision and the views of parents spoken to on the day of inspection.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder knows how to report concerns in order to protect children's physical and emotional well-being. The childminder's self-evaluation identifies where she needs to make improvements. Actions from the previous inspection have mostly been met. The childminder completes regular observations and assessments. However, she does not always ensure these are precise enough to enhance the provision for children or to effectively build on their learning. Children are not provided with consistent challenges to help them make rapid progress. The recording of all medicines administered is accurately maintained to reflect the requirements. Children behave well and know what is expected of them. The childminder has completed training to improve her skills in behaviour management. New toys have been purchased since the last inspection and nappy changing equipment is clean and fit for purpose.

Quality of teaching, learning and assessment requires improvement

The childminder provides children with a varied range of activities that they enjoy and are interested in. The childminder identifies aspects of children's development and records the information in each child's daily journal. Parents are encouraged to contribute to this and they share information about what children can do at home. This helps to support children's ongoing learning and development. Children happily engage with the childminder and respond well to questions she asks. Their interests are supported well when they choose books to look at. The childminder takes their lead and engages in children's play. During these interactions the quality of teaching is purposeful. Children count animals and name pieces of fruit in the book. They are eager to help turn the pages. Babies develop their sensory skills as they handle objects of different textures.

Personal development, behaviour and welfare require improvement

Babies are not provided with enough space to move around and explore using their large-muscle skills. This is because there are too many toys on the floor and space at times is restricted. Children have daily exercise in the fresh air which helps them to begin to learn about developing a healthy lifestyle. However, they do not consistently learn about the importance of washing their hands to stop germs from spreading. They are also not fully supported in learning how to stay safe when using furniture in the home.

Outcomes for children require improvement

Children develop key skills, such as literacy and maths. They enjoy making marks with pens and stamps on paper. They count and name the colour of the cars. These activities go some way towards helping children prepare for their next stage of learning, such as school. Most children are making typical progress in their learning and development. However, occasionally children are not challenged enough in their play to make even better progress.

Setting details

Unique reference number	208952
Local authority	Lincolnshire
Inspection number	1034803
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 18
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	4 December 2015
Telephone number	

The childminder was registered in 1984 and lives in Welton, Lincolnshire. She operates all year round from 6am to 6.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides overnight care.

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