

Childminder Report

Inspection date

17 March 2016

Previous inspection date

11 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 does not fully recognise the different ways that children learn. Teaching is inconsistent. She does not reliably use what she knows about each child to challenge them with full effect while they play.
- The childminder does not consistently use her observations and assessment or information from parents to plan for each child's future learning to ensure that they make good progress.
- The childminder does not dependably inspire children to explore and experiment with different media and materials.

It has the following strengths

- Children's personal, social and emotional needs are met effectively by the childminder. Relationships between the childminder and the children are good.
- The childminder supports children's emerging knowledge of the wider world effectively. Their understanding of people, families and traditions beyond their own experiences is promoted well.
- The childminder seeks support from local authority advisers in order to review her provision and identify areas for development and training. An action and recommendations raised at the time of the last inspection have been addressed well.
- Children's mathematical development is promoted well. Younger children learn to match and name shapes and compare sizes. Older children count, calculate and confidently use mathematical language.

What the setting needs to do to improve further

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

	Due Date
■ ensure that information from parents and from observation and assessment of children's achievements is consistently used to plan activities and develop support in order to help all children make good progress	15/05/2016
■ improve the quality of teaching methods so that each child is more consistently involved in activities that inspire and engage them and they are challenged to make best progress.	15/05/2016

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

- increase the opportunities for children to freely access and use a range of media and materials, inspiring exploration and experimentation.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adults.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector took account of the written views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder's home is safe and secure and she is aware of her responsibility to supervise children. She maintains permitted ratios. Required suitability checks for all adults who live in the household have been completed. The childminder is aware of the local child protection referral procedures to follow if she is concerned about a child. She completes training to keep her knowledge about child protection and first aid up to date. The childminder has taken some steps to review her provision in order to improve. However, learning and development and assessment requirements are not fully met. Parents share positive views about the provision. They say that children enjoy days spent with the childminder and that they are happy with information shared about their child.

Quality of teaching, learning and assessment requires improvement

The childminder's practice is variable with regard to providing children at different stages of development with activities that challenge them effectively. She does not consistently use what she knows about each child or their interests to plan and provide more effectively for the next steps in their learning. Parents are initially asked for information about what their child knows and can do. However, thereafter, parents are not consistently asked to share information about their child's learning at home. The childminder supports children's language development well. She provides construction toys that challenge younger and older children effectively. However, older children are asked to play with ones that are best suited to younger children when there are mixed ages of children present. Children practise their manipulation skills while they play with jigsaw puzzles.

Personal development, behaviour and welfare require improvement

The childminder creates a welcoming environment. Children's emotional security is addressed well. A gradual settling-in period is agreed with parents in accordance with their child's needs. Children's good health is promoted sufficiently by the childminder. They behave well. Children develop an understanding of dangers and how to keep themselves safe. For example, they know that they must stop, look and listen before crossing the road. In the drive to maintain children's safety, their access to some resources and media materials is limited. The childminder does not consistently encourage them to independently choose resources for themselves. She does not fully support children in exploring, investigating and finding things out for themselves.

Outcomes for children require improvement

Children gain basic skills to prepare them for learning in pre-school and school. However, some children are not making as much progress as they can due to variable teaching and inconsistent planning for their future learning. Children are prepared well emotionally for moving on to other settings. For example, they build relationships with other adults and children at groups. Younger children are beginning to progress from saying single words to forming short sentences. Older children enjoy chatting and they express themselves confidently. Their pencil control is developing well and they are able to write their names.

Setting details

Unique reference number	510402
Local authority	Coventry
Inspection number	1037065
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11 October 2012
Telephone number	

The childminder was registered in 1992 and lives in Coventry. She operates from 8am to 10pm, Monday to Friday, all year round except for family holidays.

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