

Childminder Report

Inspection date

31 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:

- The required progress check for children between the ages of two and three years has not been carried out. Consequently, parents have not been fully informed of their children's development.
- The childminder does not ask parents for sufficient information about their children's abilities and stages of learning when they first start at her setting, or as they continue to attend.
- Children's developmental progress is not tracked effectively to ensure that any gaps are quickly identified and managed.
- Children are not helped to gain an understanding of different cultural events and the wider world.
- The childminder's self-evaluation is not accurate in identifying weaknesses in her practice. As a result, improvements to practice are not robustly applied.

It has the following strengths

- Children play happily and are confident in the care of the childminder. The childminder offers them attention and praise, helping them to feel valued and supporting their emotional well-being.
- Children benefit from learning about healthy lifestyles. The childminder actively promotes children's physical health and well-being through daily outdoor activities and promoting healthy eating.
- The childminder promotes children's speech and communication skills. This supports them to be confident communicators.

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, ensuring that parents are provided with a written summary of their child's progress in the prime areas of learning and development	25/04/2016
■ gather more detailed information from parents about children's learning and development at home, to provide a more accurate understanding of their initial abilities and ongoing progress	25/04/2016
■ establish effective systems for monitoring children's developmental progress so that any gaps can be swiftly identified and addressed.	25/04/2016

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

- explore further ways for children to gain an understanding of different cultural events and the wider world
- sharpen the self-evaluation process to identify the weaknesses in practice and address these to drive rapid improvement including recognised professional development needs.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder. She discussed children's learning and development and sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of their comments on letters obtained by the childminder.

Inspector
Susan Sykes

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding arrangements are effective. The childminder is aware of the signs and symptoms of abuse. She knows how to report concerns in order to protect children's physical and emotional well-being. However, in other areas, she does not keep up to date with legislation and good practice guidance to support her continuous improvement. For example, she is not fully aware of promoting the prime and specific areas of learning, in order to support good quality learning experiences for children. Despite this, she does provide children with a varied range of activities that they enjoy. Overall, the childminder's self-evaluation does not clearly identify the strengths or weaknesses of her practice. This means improvement to her practice is not rapid.

Quality of teaching, learning and assessment requires improvement

The childminder observes children's learning and development and uses these observations to plan children's broad next steps. However, these are not used effectively to ensure that she knows precisely where children are in their learning or to identify any gaps to support their continuing progress. The limited information she seeks from parents does not give sufficient overview of what children know and can do in order to inform more-effective planning. The childminder engages in children's play, and during these interactions the quality of teaching is purposeful. For example, children sit with the childminder to look at books together. She reads stories to children who excitedly join in and pre-empt what will happen next. This helps to support children's literacy, communication and language skills. Children's mathematical and problem-solving skills are supported as they independently build trees using building blocks of different sizes and shapes.

Personal development, behaviour and welfare require improvement

Children quickly settle into the childminding setting. They enjoy the childminder's praise and readily go to her for cuddles and reassurance. This effectively supports children as they develop the confidence to manage new experiences. Children are helped to understand and manage their feelings and behaviour. However, there are fewer opportunities for children to gain more awareness of the wider world and cultures other than their own. The childminder is a good role model as she calmly supports children as they learn right from wrong. Their health needs are met and their self-care skills are promoted, for example, as younger children independently wash their hands before snacks. Children have opportunities to be active and the childminder encourages activities outdoors where children benefit from fresh air and exercise. Written testimonials from parents indicate the high regard they have for the childminder.

Outcomes for children require improvement

Children are not yet making good progress. They are gaining some of the key skills needed for their next stage of learning. Children become confident and independent as the childminder values their ideas and follows their interests. However, assessments do not accurately track children's progress or identify any gaps in learning swiftly so that the childminder is fully aware of any extra support children may need.

Setting details

Unique reference number	EY477554
Local authority	Peterborough
Inspection number	974119
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Peterborough, Cambridgeshire. She operates all year round from 8.30am to 8.30pm, Monday to Friday, including bank holidays. The childminder takes time off for family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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