

Childminder Report

Inspection date

12 April 2016

Previous inspection date

24 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 carry out the required progress check for children aged between two and three years.
- The childminder does not always use her observations and assessments to precisely identify individual children's next steps in learning. As a result, she does not always plan effectively to ensure children are appropriately challenged.
- Information gathered from parents when children first start mainly focuses on their care routines and interests. This does not provide the childminder with enough information about what children already know and can do on entry, in order to help her assess the starting points for their learning.
- The childminder's self-evaluation is not thorough enough to identify and address all weaknesses in practice or to maintain continuous improvements.

It has the following strengths

- Children are settled, happy and secure in the childminder's care. They form strong, caring relationships with the childminder and interact warmly with her. This helps to support their confidence and emotional well-being.
- The childminder is a good role model. She encourages children to share and take turns. Children are well behaved and use good manners.
- The childminder is aware of the importance of helping children adopt healthy lifestyles. She provides a range of healthy snack and meals.

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 the progress checks for children between the ages of two and three years are completed and provide parents with a written summary of their child's development	02/05/2016
■ use the information gained from observations and assessment of children's learning to plan more precisely for the next steps in their learning and development.	02/05/2016

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

- gather more precise information from parents about what children already know and can do on entry to improve initial assessments and monitor children's rates of progress
- develop self-evaluation processes to identify weaknesses and the changes needed to make improvements, in order to successfully raise the overall standard of practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at a selection of children's records and policies and checked evidence of the childminder's suitability.
- The inspector observed the childminder's interaction with children and discussed the outcomes of an activity with her.
- The inspector considered the views of parents provided through written feedback.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from harm. She knows how to refer any concerns about a child in her care. The childminder pays attention to minimising potential hazards in her home and on outings, in order to keep children safe. Self-evaluation is not yet accurate enough. The childminder does not always identify weaknesses when reviewing the quality of her provision. Therefore, any improvements made are not always focused on areas most in need of change. The childminder regularly shares information with parents about their child and the activities they have taken part in during the day. This helps parents to be aware of some aspects of their child's learning and developmental progress. However, she has not completed the progress check for children between the ages of two and three years. As a result, parents are not fully aware of their child's progress and any concerns are not dealt with swiftly.

Quality of teaching, learning and assessment requires improvement

The childminder is well qualified and experienced. She observes children and makes some assessments of their progress. However, she does not always use her observations and assessments of children's learning to precisely identify their individual next steps. As a result, she does not plan sufficiently challenging activities to successfully support them to make good progress in their learning. Children have fun pretending to be doctors and patients. The childminder develops their communication and language skills as she plays with them. She interacts sensitively and responds to children's questions during activities. This helps to keep them involved and interested. They demonstrate positive attitudes towards learning.

Personal development, behaviour and welfare require improvement

The childminder shares good relationships with parents. She encourages them to share information about their child's interests and routines on entry. The childminder uses this information to help children settle and develop their sense of belonging. Children do not make as much progress as they could in their personal development, because of weaknesses in the childminder's assessment and planning arrangements. However, the children are taken for daily walks and visits to the local park, which provides them with opportunities to be physically active. They regularly visit toddler groups, the library and other places of interest in the locality. This enables children to mix with others and develop their social skills. The childminder uses food and celebrations to help children understand about differences and other cultures.

Outcomes for children require improvement

Children are taught some basic skills, in order to prepare them for their eventual move on to school. They are beginning to say numbers in order, recognise colours and draw lines and circles with control. However, children's starting points are not established clearly enough, so the childminder does not form a precise view of the progress individual children are making. Despite this, children are demonstrating that they are working within the range of development typical for their age.

Setting details

Unique reference number	EY103646
Local authority	Staffordshire
Inspection number	1037072
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24 October 2012
Telephone number	

The childminder was registered in 2002 and lives in Stafford. She operates all year round from 7.30am to 8.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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