

Childminder Report

Inspection date

21 April 2016

Previous inspection date

15 October 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:

- Following the last inspection, the childminder has introduced monitoring of children's learning. However, she does not use her observations well enough to provide challenging activities that enable children to make consistently good progress.
- Although the childminder makes some evaluation of her practice, she does not always do so effectively to help her develop her teaching further. She does not include the views of all parents and children to fully support her continuous improvement.
- The childminder does not always make the most of all opportunities to extend children's mathematical skills relating to numbers and counting as they play.
- The childminder misses opportunities to help children to learn more about healthy food choices.
- The childminder builds the themes that other settings introduce with the children, but she does not always develop further links to fully promote continuity in their learning.

It has the following strengths

- The childminder provides activities which are enjoyable and engaging. Children are happy and enjoy their time with the childminder.
- Children settle well and make firm emotional attachments with the childminder. They are well behaved, considerate to each other and play cooperatively.
- The childminder has regular discussions with parents to share information about children's care to help her meet their needs appropriately.

What the setting needs to do to improve further

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

Due Date

- | | |
|--|-------------------|
| <ul style="list-style-type: none"> ■ use information from observations to focus on each child's next steps for learning and provide challenging activities that enable them to make good progress in all areas of learning. | <p>21/06/2016</p> |
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To further improve the quality of the early years provision the provider should:

- develop self-evaluation to identify areas to further improve teaching and outcomes for children, and include the views of parents and children
- provide more opportunities for children to use numbers and counting during their play
- make better use of opportunities to help children learn more about healthy food choices
- extend links with other settings children attend to promote more continuity in their learning.

Inspection activities

- The inspector observed the childminder with the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled documents, policies and children's learning records.
- The inspector discussed the childminder's self-evaluation.
- The inspector toured the premises, inside and outside.

Inspector

Phillippa Wallis

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands her responsibility to keep children safe and the procedures to follow to protect them from harm. The childminder completes risk assessments to identify and address potential hazards. She has made clear improvements since the last inspection. For example, she has started to monitor and plan children's development. However, she is not always using her assessments effectively to fully support children's learning. The childminder has made links with early years advisors and completed some training to help her improve. She has plans for more training to improve her knowledge and support children's learning more effectively. The childminder has begun to evaluate her setting, but she does not fully involve parents and children. She does not identify all areas to improve her practice and teaching further.

Quality of teaching, learning and assessment requires improvement

The childminder plans a variety of activities that children enjoy, such as making caterpillars and painting butterflies using different materials and colours. The childminder carries out some observations and assessments of children's progress. However, she does not clearly identify their next steps and any emerging gaps in their development, meaning she does not always target activities well enough to extend their learning. The childminder encourages language well overall, using clear pronunciation of words to help children develop their speech. However, she misses some opportunities to develop mathematical skills, such as counting, in their everyday play.

Personal development, behaviour and welfare require improvement

The childminder provides a welcoming environment and builds secure attachments with children. She provides positive praise to children for their efforts and completing tasks, which helps to promote their self-esteem. The childminder takes children on outings, for example, to offer different social experiences and opportunities for them to be more physically active. The childminder supports children to develop personal independence and manage tasks for themselves. For example, she encourages younger children to feed themselves. However, children do not have many opportunities to learn more about different foods and their link with healthy lifestyles.

Outcomes for children require improvement

Children develop confidence, learn to socialise, take turns and be considerate of one another. Their communication skills are developing and they play cooperatively together. Children develop some independence and choose whether to play indoors or outdoors. However, children do not have many opportunities to develop their counting and mathematical skills. Children achieve some skills in preparation for school. However, their progress is not yet consistently good in all areas of learning.

Setting details

Unique reference number	106563
Local authority	Bristol City
Inspection number	1031125
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	15 October 2015
Telephone number	

The childminder registered in 1995. She lives in Knowle, Bristol. The childminder cares for children between 8am and 6pm from Monday to Friday, for most weeks of the year.

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