

Childminder Report

Inspection date

27 April 2016

Previous inspection date

3 November 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:

- Children are not fully supported to make as much progress as possible. Ongoing observation and assessment are not used skilfully to match all activities to children's learning needs or to identify any gaps in their development.
- The childminder does not give children enough opportunities to help them consider their ideas and try their own ways of doing things.

It has the following strengths

- The childminder uses various methods to reflect on her work with children and make continual improvements. She seeks the opinions of parents and strives to implement their suggestions into her practice.
- Children display warm relationships with the childminder and each other. They go to her for cuddles and reassurance at times throughout the day. This helps reinforce their sense of belonging and gives them the confidence to play independently.
- The childminder chats to children as they play and during routines. She demonstrates actions, describes what is happening and models new language, helping children develop their understanding, and speaking and listening skills.
- The childminder takes reasonable steps to establish good partnership working with parents and other local settings children attend. Systems developed help promote regular communication. Information is shared to provide children with consistency and continuity in their care and learning.

What the setting needs to do to improve further

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

	Due Date
■ use information from observing children and ongoing assessments more effectively to identify particular gaps in children's development and the next steps in their learning	31/07/2016
■ ensure activities and experiences provide appropriate levels of challenge for all children and help them to make good progress.	31/07/2016

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

- improve opportunities for children to think so they can consider their ideas and are fully supported to put their thoughts into action.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of the self-evaluation and took into account the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has taken good steps to ensure that previous actions have been met. She has sought advice and guidance from her local authority advisor and other local childminders. She is beginning to make improvements to her knowledge and skills. However, she is not clear about how to use ongoing assessment as a way of tracking children's development and helping them make good progress. The arrangements for safeguarding are effective. The childminder has attended training and is familiar with Local Safeguarding Children Board procedures. She is aware of the signs and symptoms that would cause her concern about a child's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder finds out about children's likes and dislikes when they first start in the setting. She has systems in place to monitor the observations she makes of children's achievements in their learning and development. However, she does not yet use information gained from observations of children's play to plan individual learning experiences for each child. This means children are not consistently provided with challenging experiences specifically appropriate to their individual ages or stages of development. The childminder's practice is variable. She uses her knowledge of how children learn to plan a wide range of activities that is based on themes and takes account of all aspects of children's general learning and development. Children confidently use various resources to make a spider from dough. They gain an understanding of size and position as they explore. They learn number names and distinguish between colours as they play.

Personal development, behaviour and welfare require improvement

The childminder has sought feedback from parents and advice from other childcare professionals to help her provide a healthy menu for children. There are newly developed systems in place to record children's attendance. Children are able to make independent choices about what they play with from a range of toys and resources. However, they are not always as motivated and as interested in their learning as possible because the childminder's planning is not specific enough to each child's needs. Children get fresh air and the opportunity to practise their physical skills on daily walks to school and trips to the park. Their behaviour is good and they recognise and follow routines well. Lunchtime is a social experience. Children talk about their individual preferences. They learn about the differences they have, promoting their sense of identity.

Outcomes for children require improvement

Educational programmes are not effectively implemented to support individual children in making good progress. Children are not sufficiently helped to gain all the necessary skills and knowledge they will need to be ready for the move on to nursery or school. However, children are learning through their play. They demonstrate a 'have a go' attitude to their learning. They gain confidence, self-awareness and an understanding of their own needs. Children's speaking and listening skills are supported. They join in with phrases and actions in familiar songs and rhymes.

Setting details

Unique reference number	EY425973
Local authority	Sandwell
Inspection number	1032386
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	3 November 2015
Telephone number	

The childminder was registered in 2011 and lives in the Tividale area of Oldbury. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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