

Childminder Report

Inspection date

28 April 2016

Previous inspection date

31 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not met	
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 use her knowledge of individual children to plan effectively enough for their next steps in learning. This means children do not always make good enough progress.
- The childminder does not gather clear information from parents about children's learning when they first start, in order to find out their starting points.
- The childminder does not undertake rigorous self-evaluation. She has been unable to identify the weaknesses in her teaching and practice or improve these through a targeted programme of professional development.
- The childminder has not yet developed effective systems to encourage parents to share information about their children's continued learning and development at home.
- Children's understanding of the similarities and differences between themselves and others is not fully promoted by the childminder.

It has the following strengths

- Children behave well. The childminder helps them learn to share and take turns while playing with each other.
- The childminder praises and encourages children's achievements and efforts, helping to promote their self-esteem and confidence.
- The childminder promotes healthy lifestyles and good hygiene routines. Children have regular opportunities to enjoy fresh air and exercise. They go on daily walks with the childminder, visit local parks and play in her garden.

What the setting needs to do to improve further

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

	Due Date
■ undertake regular and accurate assessments of what children can do and use the information to plan suitably challenging activities based on their next steps in learning	26/05/2016
■ ensure precise information is gathered from parents about what children know and can do when they first start, in order to accurately establish their abilities on entry.	12/05/2016

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

- create a culture where children's understanding of the similarities and differences of others, including their own individual backgrounds, is actively promoted
- support parents more effectively to guide their children's learning and to share information about what they are learning at home
- implement systems for self-evaluation, establishing a programme of professional development to enhance the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector evaluated the range of activities on offer with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector looked at children's records and a range of other documentation, including policies and risk assessments.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of the childminder and other adults living in the home.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder is knowledgeable about the signs and indicators of abuse. She is able to explain the steps to follow should she be concerned for a child's welfare. She keeps children safe and ensures her home and garden are appropriately maintained to limit hazards. The childminder talks to parents about children's individual routines. However, she does not gather enough information from parents when children first start at the setting, in order to help her accurately establish their starting points. The childminder does not encourage parents to share what they know of their child's learning at home to support their ongoing progress. The childminder has met some of the actions raised at her previous inspection. She ensures all adults living on site are safe and suitable. She completes the progress check for children aged between two and three years. The childminder has begun to look at how children learn. However, she is not using precise assessment or monitoring to ensure that children make effective progress. Self-evaluation is not robust. The childminder does not reflect on her practice, leading to a number of gaps in the provision.

Quality of teaching, learning and assessment requires improvement

The childminder does not observe and assess children regularly enough. She is not using what she knows of children effectively. Activities planned do not consistently challenge them or reflect their next steps in learning. As a result, children do not yet make good progress. She provides a range of suitable equipment, enabling them to play and enjoy their time in her care. Older children have some opportunities to develop their mathematical skills. They line up cars and count how many they have. They make comparisons in two lines of cars and know they have more than the childminder. Younger children begin to post shapes in boxes and enjoy using role play to explore their emerging imagination. The childminder chats to children as they play, supporting their developing communication and language skills.

Personal development, behaviour and welfare require improvement

Children settle quickly and feel safe and secure with the childminder. The childminder is warm and affectionate with children who form close attachments to her. Children sit together at the table as they learn that mealtimes are a sociable occasion. The childminder works in partnership with parents to ensure the meals they provide for their children are healthy and balanced. Children enjoy being outdoors. Younger and older children show good dexterity and balance as they confidently climb the slide and use push-a-long equipment. Children have fewer opportunities to learn about similarities or differences during their play.

Outcomes for children require improvement

Children are not challenged enough in their play and learning to make good progress from their starting points. Overall, the childminder provides appropriate support for children as they move on to school. She encourages them to use the toilet independently and to tidy away resources. However, the process for observing and assessing children is not secure.

Setting details

Unique reference number	EY382589
Local authority	Leicester City
Inspection number	1040958
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	7
Name of provider	
Date of previous inspection	31 July 2014
Telephone number	

The childminder was registered in 2008 and lives in Beaumont Leys, Leicester. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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