

# Childminder Report

**Inspection date**

25 April 2016

Previous inspection date

2 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 monitoring of the assistants' professional development is not effectively implemented to improve their knowledge and the outcomes for children.
- The approach to self-evaluation is not thorough enough to help the childminder successfully identify weaknesses in her practice and make continuous improvement.
- Children do not always learn about the benefits of regular exercise to enhance their health.
- Tracking of the progress of different groups of children is not undertaken, in order to identify any gaps in their learning that need to be narrowed.

### **It has the following strengths**

- Information is shared frequently between the childminder, parents and other settings that children attend. This provides some consistency in the care and learning for all children.
- The childminder and her assistants provide a warm and welcoming environment where children explore the suitable range of toys independently.
- There are strong emotional relationships between the children and the childminder and assistants. Children thoroughly enjoy their time with the adults.
- From a young age, children learn about being kind to one another, sharing toys and taking turns. This helps them learn to respect and tolerate others.

## 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 that the monitoring of assistants' professional development is robust, in order to identify any training needs to improve their knowledge and the outcomes for children. 26/05/2016

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

- establish an effective programme of self-evaluation, in order to accurately identify weaknesses in the setting and plan for continuous improvement
- improve the tracking of groups of children's progress, in order to quickly identify any gaps in their learning and take action to narrow such gaps
- help children to fully understand the importance and benefits of regular exercise to enhance their health even further.

## Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistant during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of her and her assistants' qualifications and training.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability, and that of her assistants and other household members.
- The inspector took account of parents' comments about the provision.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder and her assistants reflect upon their practice. However, the process is not robust enough to continually make improvements and ensure the outcomes for children are consistently good. This does not help the childminder effectively monitor the knowledge and professional development needs of her assistants. Although the childminder attends training, she does not quickly share new information with the assistants. The arrangements for safeguarding are effective. The childminder is secure in her knowledge of safeguarding and child protection procedures should she have any concerns about a child in her care. However, the childminder has not passed on information to the assistants about the broader aspects of safeguarding in line with current government guidance. Children are closely supervised. Adult-to-child ratios are maintained. The childminder uses risk assessments well to provide a safe environment for children. All adults working with the children have completed paediatric first-aid training.

### Quality of teaching, learning and assessment requires improvement

The childminder knows the children she cares for well and her teaching is generally good. However, the teaching is variable due to the assistants' weaker knowledge and understanding of how best to support children in their learning and development. The childminder plans activities based on children's interests and builds on what she knows they can already do. She ensures that individual children's progress is reviewed and any gaps in their development are identified. She has not started to track groups of children to further narrow such gaps in their overall learning. The childminder works well with parents, sharing what she knows about their children. She encourages parents to tell her about children's interests and experiences at home so that she can incorporate these into her planning.

### Personal development, behaviour and welfare require improvement

The childminder organises routines well to support children's individual needs. She takes children on outings that help them gain a better understanding of the world around them. There is less emphasis on helping children learn about the importance of being active to promote their health. The childminder and assistants praise children's good behaviour, raising their confidence and self-esteem. They consistently manage any minor disputes, helping children quickly learn what is expected of them. Children have suitable opportunities to take care of their own needs and do things for themselves, such as washing their hands and going to the toilet.

### Outcomes for children require improvement

Overall, teaching requires improvement to ensure all children make at least good progress in their learning and development. The childminder helps children gain the basic skills that they need to be prepared for when the time comes for their move on to school or nursery. Children's mathematical skills develop well as the childminder talks with them about the colours, shape and numbers of vehicles and flowers. Children have opportunities to make their own play choices and follow their own ideas.

## Setting details

<b>Unique reference number</b>	EY451394
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1048461
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 April 2013
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Clipstone village, Mansfield, north Nottinghamshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with assistants.

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