

Childminder Report

Inspection date

20 May 2016

Previous inspection date

10 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 the information from her observations of children's play to help her plan and tailor activities based on their interests and what they need to learn next.
- The childminder talks to children while they play, but she does not consistently engage children in purposeful interactions or introduce new vocabulary to further develop and extend their language and communication skills.
- At times, the childminder does things for the children that they could manage themselves. She does not organise resources well enough to help children make choices in their play. Children who learn best outside do not have sufficient opportunities to explore, investigate and learn outdoors.
- Self-evaluation is not fully effective in helping the childminder to make continuous improvements to her practice.

It has the following strengths

- The children's personal, social and emotional needs are well met by the childminder. Children are happy, confident and develop good social skills.
- The childminder plans regular visits to local groups to provide learning opportunities and encourage the children to mix with others.
- The childminder helps children to learn about safety. For example, she reminds older children to hold on when sitting on a see-saw, and supports those learning to walk.

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 the information from the observations of children's play to plan activities based on their interests and that are tailored to the next steps in their learning 30/06/2016
- ensure interaction helps children to effectively develop and extend their communication and language skills. 30/06/2016

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

- encourage children to manage tasks themselves and make choices in their play, to further develop their independence skills
- provide more opportunities for children who learn better outdoors to explore and investigate outside
- gain more information from parents about what their children know and can do at home, to build on their learning and development
- improve self-evaluation to identify strengths and address areas for development to improve outcomes for children.

Inspection activities

- The inspector sampled a range of documentation, including policies and children's development records.
- The inspector observed the childminder's interaction with children during activities indoors and in the garden, and looked at the range of resources and equipment available for their use.
- The inspector talked with the children as they played and followed daily routines.
- The inspector had discussions with the childminder, when it was appropriate to do so.

Inspector

Deborah Marklove

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder makes sure that her home and garden are safe. She has a good understanding of how to refer any safeguarding concerns. The childminder reflects on some aspects of her practice, but she does not identify weaknesses in teaching. She has made some improvements to her practice since the last inspection. For example, she monitors children's progress and shares this with parents through discussion and the sharing of development records. The childminder has attended training to keep up to date with government legislation relating to safeguarding to improve her knowledge. The childminder observes children as they play and records what they know and can do. However, she does not use this information well enough to plan activities based on children's interests to help them make good progress.

Quality of teaching, learning and assessment requires improvement

The childminder ensures that children have a range of learning experiences in the local community. For example, daily outings to toddler groups, the library and music sessions keep children interested in learning. However, she does not plan activities to extend their learning in her home, and children play with the limited resources that she makes available. Although children are happy to play with the resources, they cannot choose toys easily to enable them to make independent choices in their play. The childminder does not fully support children who learn best outside to explore and investigate; she suggests that they go inside before they have completed activities to their satisfaction. The childminder encourages children's communication adequately through interaction and singing. However, her interactions are not purposeful to encourage children to develop and extend their language and communication as well as possible.

Personal development, behaviour and welfare are good

The children have close and secure attachments to the childminder. They behave well and respond to her positively when asked to do something, during play. The childminder encourages the children to 'have a go' but also reminds them how to keep themselves safe. For example, she explains why they should hold on to the slide's rails and put the toys back in the toy box when they have finished playing. The childminder is very caring and children feel safe and secure when they are with her.

Outcomes for children require improvement

Children make steady progress and are emotionally ready for the next stage of learning. They behave well and develop good social skills, particularly during outings. However, their communication and language skills are not extended to help them better develop their vocabulary, and outdoor learners do not have good opportunities to satisfy their interests.

Setting details

Unique reference number	161863
Local authority	Wiltshire
Inspection number	1048763
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 January 2014
Telephone number	

The childminder registered in 1991. She lives in the centre of Chippenham. The childminder works each weekday throughout the year.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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