

Childminder Report

Inspection date

27 May 2016

Previous inspection date

17 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		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 has not fully established systems to enable her to assess and monitor children's progress effectively. At times, she does not accurately identify where children need more support or provide consistent challenges for all areas of their learning.
- The childminder has not fully implemented arrangements for sharing information about children's learning with all other settings they attend to effectively support continuity.
- The childminder misses opportunities to help children learn more about foods that are good for them. This does not actively encourage their awareness of healthy eating.
- The childminder has made improvements since the last inspection, but she does not consistently evaluate all aspects of practice or effectively identify where she can make further developments. This reduces opportunities to continually improve.

It has the following strengths

- Children respond positively to the childminder's caring, friendly approach. They feel safe in her care, gain confidence and develop a positive sense of emotional security.
- The childminder keeps clear boundaries and expectations of children's behaviour. She supports them effectively in learning to share, be kind to others and behave well.
- The childminder provides a wide variety of activities that motivate children's interests overall. This encourages children's participation and they make some progress.
- The childminder forms positive partnerships with parents. Children benefit from their parents' ongoing involvement in their learning. This actively supports continuity.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve assessment systems to consistently monitor children's development precisely, challenge their next steps for learning and help them to make good progress in all areas. 08/07/2016

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

- strengthen ways of consistently sharing information with other settings children attend and keep fully updated on their developing abilities to provide continuity in their care and learning needs
- develop evaluation systems further to effectively monitor all aspects of practice and consistently promote continual improvements
- provide more opportunities for children to learn about eating well and foods that help to keep them fit and healthy.

Inspection activities

- The inspector observed children's interactions in play, indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector took into account the written views of parents from questionnaires.
- The inspector had discussions with the childminder.
- The inspector discussed self-evaluation with the childminder.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a sound awareness of safeguarding issues and procedures to follow to protect children's welfare. She continues to update her knowledge and regularly meets with other childminders. This helps her provide a broader range of activities to support children's learning. The childminder keeps parents well informed of their children's activities and often discusses their achievements. This provides a continuous approach for children. The childminder reflects on her practice, but does not assess the effectiveness of all aspects. For example, she links with some other settings children attend. However, she has not identified ways to keep fully updated on children's progress at any other settings and support continuity for their learning more effectively.

Quality of teaching, learning and assessment requires improvement

The childminder supports children's learning well in some areas. However, there are inconsistencies in monitoring their progress, such as assessing aspects of children's literacy and personal, social and emotional development. This sometimes limits their progress when the childminder is unclear about their next steps for learning. The childminder encourages children's understanding of the world and mathematical skills suitably. For example, children excitedly searched for toy insects and talked about the big ladybird and small snail they found. The childminder encourages children's imagination and creativity well. For example, younger children enjoyed pushing their dolls around in a toy buggy. Older children concentrated well, squeezing and kneading some dough. They made patterns in the dough and proudly said they had made a chocolate ice cream.

Personal development, behaviour and welfare require improvement

The childminder provides a comfortable, welcoming home for children. They make independent choices of the toys and games they want to play. The childminder supports physical skills well. For example, children benefit from frequent exercise and play outdoors. They are polite and from a young age they readily say 'please' and 'thank you'. They develop a positive sense of self and enjoy talking about photographs of themselves when they were younger. The childminder talks to children about healthy foods, but does not consider alternative ways to extend their awareness of healthy eating.

Outcomes for children require improvement

Children develop some skills that help to prepare them for school. Overall, they gain confidence in their abilities and social skills. Older children learn how to put on their shoes and coats. Younger children learn how to feed themselves. Children learn through exploration and are keen to find out how things happen, such as when frozen jelly melts. They develop suitable language skills, describing the jelly as 'slippery', 'cold' and 'wobbly'. However, children do not consistently make good progress in all areas of learning.

Setting details

Unique reference number	142205
Local authority	Somerset
Inspection number	1048720
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	17 January 2014
Telephone number	

The childminder registered in 1996. She lives in Shepton Mallet, Somerset. The childminder cares for children Monday to Friday, all year round.

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