

# Childminder Report

**Inspection date**

15 June 2016

Previous inspection date

8 October 2012

| <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                   |                         | 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 plan effectively to ensure children's individual learning is met fully. Teaching is mundane. Children do not have stimulating experiences to ensure they make good progress in their learning and development.
- The childminder does not share information with parents about children's learning needs. She does not have discussions about the activities that can be continued at home to support their child's learning.
- The childminder does not effectively evaluate her provision. She does not identify how she can improve her teaching or take prompt action to improve the outcomes for children.

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

- Children settle quickly and are comfortable in the childminder's care. They have many opportunities to play with a wide range of resources, including programmable toys, which is easily accessible and within their reach.
- Children benefit from daily activities in the fresh air and learn to keep fit during outside play. They develop an awareness of healthy lifestyles as they enjoy freshly cooked meals and have drinks throughout the day.
- Children's awareness of other cultures is raised as they have opportunities to mix with others from a range of backgrounds. They play with resources that support their learning about differences and the world around them.

## What the setting needs to do to improve further

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

|   | Due Date   |
|---|------------|
| ■ plan stimulating and rewarding experiences which meet children's individual learning needs and ensure they make good progress in their learning and development | 06/07/2016 |
| ■ provide information for parents about their child's learning needs to enable them to fully support their learning at home.                                      | 22/06/2016 |

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

- use rigorous self-evaluation to strengthen the quality of teaching and identify all aspects of the provision that require improvement and take timely action to address these to improve the outcomes for children.

## Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector observed teaching and learning activities in the indoor environment.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector looked at a sample of procedures and children's records.
- The inspector discussed the childminder's self-evaluation and read written feedback from parents.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

## Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder has a reasonable understanding of the requirements to meet the needs of children in her care. She provides daily feedback to parents about children's care and routines. However, she does not discuss activities to support parents to build on children's learning at home. Self-evaluation focusses mainly on partnerships with parents and the childminder now includes them in making initial assessments of their children's development. However, the childminder does not effectively use self-evaluation to help her recognise weakness in her teaching and identify areas where improvements are needed. The childminder meets regularly with other early years professionals to develop her knowledge. As a result, she is now more aware of signs of possible abuse. The childminder has a clear understanding of her responsibility to protect children from harm. The arrangements for safeguarding are effective.

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

The childminder does not provide consistently good quality teaching. She does not plan effectively to meet children's learning needs. The childminder has an understanding of where children are in their development. Although, the childminder talks to children during activities, she does not help them to develop other aspects of their communication skills, such as their understanding. For example, she encourages younger children to explore shaving foam with their fingers and feet. However, she does not ensure they make connections between the sensation of the shaving foam and the words used to describe this. The childminder is skilled at reading stories and brings these to life with imaginative intonation. Children explore various textures while they look at pictures. The childminder ensures children have opportunities to join in with some group activities, such as messy play.

### Personal development, behaviour and welfare are good

Children's welfare is promoted effectively. The childminder provides a welcoming, caring environment in which children feel emotionally secure. She responds quickly to any signs of discomfort with hugs and cuddles. Children move around freely and enjoy playing with the selection of toys available to them. The childminder ensures they have ample time to sit and explore various toys and resources. Younger children enjoy pressing buttons as they listen to sounds and observe flashing lights. Children's good behaviour is promoted well. They learn to share resources. Children's individual routines are agreed with parents and followed consistently. They sleep for short periods and enjoy restful activities afterwards. Children are beginning to drink from beakers, ensuring their independence skills develop appropriately. The childminder encourages this with lots of enthusiastic praise for their achievements.

### Outcomes for children require improvement

Children are not consistently supported well enough to become highly successful learners. The childminder does not make the most of all opportunities to extend their learning and promote their good progress. Nevertheless, children make some progress, consequently, they acquire the basic skills they need to move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY258610  |
| <b>Local authority</b>             | Coventry  |
| <b>Inspection number</b>           | 1037101   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 0 - 5   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 8 October 2012                                      |
| <b>Telephone number</b>            |   |

The childminder was registered in 2003 and lives in the Radford area of Coventry. She operates all year round from 7am to 6pm, Tuesdays, Wednesdays and Thursdays, except for family holidays.

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