

Childminder Report

Inspection date

15 June 2016

Previous inspection date

4 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Information gained through observing and assessing children, is not used successfully to plan or target children's next steps in the prime areas of learning. As a result, there are gaps in younger children's development.
- The quality of the childminder's teaching does not always stimulate and challenge children's learning enough. Therefore, children's progress is not consistently supported.
- The childminder does not help younger children who speak English as an additional language consistently enough to build on and practise their speaking skills.

It has the following strengths

- From a young age, children are taught to be kind to one another, share toys and take turns. This helps children learn to respect and tolerate others.
- Children enjoy exploring their local community and regularly visit the library and various toddler groups. This helps children to develop friendships with others and promotes their social skills.
- The childminder provides close supervision to children, both indoors and outdoors to support their safety.
- The childminder has good relationships with parents. Successful settling-in visits ensure the childminder understands children's personal care needs and interests, prior to them starting in her care.

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 information gathered from observing and assessing younger children's learning to plan appropriate and challenging activities, specifically within the prime areas of learning	13/07/2016
■ improve the quality of teaching to ensure all children are stimulated and challenged, helping them to make good progress.	13/07/2016

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

- provide more consistent support to younger children who speak English as an additional language to help them build on and practise their English speaking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated the range of activities on offer to the children with the childminder.
- The inspector spoke to the childminder and the 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 a range of documentation, including, policies and procedures, risk assessments, self-evaluation and the children's learning and assessment records.
- The inspector took account of the written views of parents.

Inspector
Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the childminder has made some positive progress to enhance the provision for children. She has ensured that persons in the household over 16 complete appropriate checks and she has updated her awareness of data protection. She has attended training to improve her understanding of how to observe and assess children's learning. However, this is not embedded well enough to have had a positive impact on improving the quality of teaching. The arrangements for safeguarding are effective. The childminder understands the signs and symptoms of abuse, and knows the correct steps to take should she have concerns for a child's welfare.

Quality of teaching, learning and assessment requires improvement

The childminder makes observations of children's achievements and assesses the progress they make in their learning and development. For older children, this system is used well to highlight gaps in their learning and plan activities that help to make good progress. However, this is not as effective for younger children. The childminder does not use the prime areas of learning to plan appropriately for their individual needs. Therefore, younger children do not yet make good progress. Occasionally, the quality of the childminder's teaching is erratic and does not focus on what children need to learn next. The childminder overlooks opportunities to further stimulate and challenge children's learning. Children play well with the range of accessible resources on offer. They enjoy making shakers as they place rice, lentils, and pasta in bottles. Toddlers enjoy filling and emptying these. Older children show good skills in number recognition and counting. They count easily to 16 and beyond. They demonstrate good imaginations as they sit on the floor and have role play conversations with dolls.

Personal development, behaviour and welfare require improvement

The childminder provides a warm and welcoming environment. All children show good physical skills and enjoy being outside. They manoeuvre wheeled toys around the childminder's garden and use large blocks to build towers. Toddlers crouch easily as they explore the ball pool, throwing and watching the balls roll out of sight. Children know what is expected of them. They know to tidy away the resources they are playing with before moving on to the next activity. The childminder teaches children how to keep themselves safe. They take part in regular fire drills and learn how to cross roads on the school run and on outings. The childminder interacts positively with children throughout all activities and gives lots of praise for effort and achievement. However, the weaknesses in teaching mean that children are not consistently making good progress in their learning.

Outcomes for children require improvement

Older children are making progress in their learning and development in readiness for the next stage of their learning, including pre-school and school. However, younger children and those who speak English as an additional language are not consistently supported to become highly successful learners. Older children begin to recognise letters and write simple words, such as cat and dog. Children show confidence in their environment and make some independent choices in their play.

Setting details

Unique reference number	226733
Local authority	Leicester City
Inspection number	1035952
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 January 2016
Telephone number	

The childminder was registered in 1992 and lives in Leicester. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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