

Childminder Report

Inspection date

17 June 2016

Previous inspection date

14 October 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:

- Observation and assessment are not accurate enough or consistently used effectively to plan challenging activities that promote children's progress in their learning. Partnerships with parents are not fully effective for all children with regard to exchanging information to inform planning for future learning.
- The childminder does not dependably promote individual children's learning while she supports their play so that they make as much progress as they can.
- The childminder has made some progress with regard to addressing the action that was raised at the last inspection. However, she has not developed an effective procedure for self-evaluation to ensure that strengths and areas for improvement are continually identified and acted upon.
- The childminder does not fully promote children's awareness of differences between people. Their understanding of families and traditions beyond their own experiences is not fully promoted.

It has the following strengths

- Children are happy and confident. Relationships between the childminder and the children are good.
- The childminder is aware of her responsibilities to protect children from abuse and neglect. She knows the local child protection procedures to follow if she is concerned about a child.
- Children's interest in the natural world is fostered by the childminder. They help to plant and grow flowers and vegetables.

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 information from parents and from observation and assessment is used more consistently and effectively to plan and provide support to help every child make progress based on their next steps	15/08/2016
■ ensure that knowledge and understanding of how to promote children's learning and development is secure, raising the quality of teaching to support them to make best progress.	15/08/2016

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

- implement effective systems for self-evaluation to ensure that strengths and areas for improvement are continually identified and acted upon
- improve opportunities for children to gain a greater awareness of similarities and differences, and an understanding of different people in the wider world.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and evidence of the suitability of all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Children are safe because the childminder ensures that potential risks in her home and garden are identified and minimised. Required suitability checks for all adult members of her family have been completed. Children are constantly supervised. The childminder has taken some steps to improve her provision since the last inspection. She seeks support from representatives of the local authority and has attended training to improve her observation, assessment and planning skills. However, the childminder has not implemented all aspects of this new knowledge successfully. Parents share their positive views. They say that the childminder has a great relationship with the children and that she is caring, kind and reliable.

Quality of teaching, learning and assessment requires improvement

The childminder's knowledge and understanding of how to promote children's learning and development are not strong enough to ensure that they are consistently challenged to make good progress in line with their next steps. For example, she promotes young children's emerging speaking skills generally well as they progress from saying single words to forming simple sentences. However, she does not consistently offer further support to promote more accurate pronunciation. The childminder joins in enthusiastically when children invite her to join in with their pretend play. They use different writing materials to make marks on a large box that they call their den. The childminder identifies children who hold a pen or crayon using their whole hand. However, again she does not identify how to extend this dexterity to hold and use the writing tools with more control. Children are encouraged to count and name colours while they play but the childminder misses some chances to teach children simple shapes.

Personal development, behaviour and welfare require improvement

The childminder creates a welcoming environment and children are emotionally secure in her care. She manages behaviour effectively in accordance with a child's stage of development. Distraction is effective for young children. The childminder boosts children's self-confidence, using praise in acknowledgement of positive behaviour. She provides some toys that reflect diversity but children's learning about similarities and differences in society and the wider world is not extended. Children play in the childminder's garden and practise physical skills when they access large equipment at toddler groups. Their good health is supported appropriately. Parents provide food and the childminder uses her food hygiene knowledge to ensure that meals are stored safely.

Outcomes for children require improvement

Children gain basic skills in the prime and specific areas of learning that help them to be ready for pre-school and school. However, their learning is not extended and they are not making best progress due to variable teaching and inconsistent planning for their future learning. Children are prepared well emotionally for moving on to other settings. For example, they interact with other adults and children at groups. They gain independence. For example, they choose and select toys for themselves from low-level shelving. Children regularly explore resources, such as paint, glue, sand and water at toddler groups.

Setting details

Unique reference number	260311
Local authority	Leicester City
Inspection number	1044432
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 14
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	14 October 2014
Telephone number	

The childminder was registered in 2000. She lives in Leicester. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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