

Childminder Report

Inspection date

29 June 2016

Previous inspection date

19 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		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 does not make sure that the premises are arranged in a way that supports children's learning.
- The childminder has not successfully addressed all recommendations raised at the last inspection. She does not review her practice well enough to accurately focus on development needs or plan effectively for continuous improvement.
- The childminder does not organise toys and resources to help children make independent choices easily and lead their own play.

It has the following strengths

- Children generally enjoy their time at the setting and like spending time with the childminder after school.
- Children are confident and well settled. They demonstrate close relationships with the childminder, communicating freely about their experiences.
- Children behave well and the childminder supports the development of good manners.
- The childminder knows how to support children's health and well-being. She provides children with healthy choices during mealtimes and access to outdoor play.

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 the learning environment is organised so that children are challenged and make good progress. 27/07/2016

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

- improve the focus of self-evaluation and strengthen the links between identified priorities and plans to secure continuous improvement
- enhance opportunities for children to make independent choices from the range of toys and resources.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed a planned activity with the childminder.
- The inspector talked to the childminder about her practice.
- The inspector looked at children's records, including assessments and observations. She reviewed other relevant documentation, such as policies, procedures and risk assessments.
- The inspector looked at written parental feedback. She also spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Isobel Ford

Inspection findings

Effectiveness of the leadership and management requires improvement

Although the childminder has identified some weaknesses as part of her self-evaluation, she does not target the most important areas that drive improvement forward. Consequently, the organisation of the children's learning environment does not effectively support their learning and development. Arrangements for safeguarding are effective. The childminder is aware of the signs of abuse and how to respond to any concerns she has about the welfare of a child in her care. She has completed further training in safeguarding. This has helped her implement effective policies and procedures. The childminder completes risk assessments and identifies any hazards in her environment, helping to keep children safe. The childminder has made links with a local childminding network to enhance her practice. She has developed a positive partnership with parents and they value the care she provides.

Quality of teaching, learning and assessment requires improvement

Although the childminder is well qualified, she does not use her knowledge to plan a stimulating environment. This means children do not make good enough progress. For example, she does not provide a wide enough range of learning opportunities to inspire and challenge children. The childminder plans activities which the children enjoy. She actively listens to children, helping her to provide activities which are linked to their interests. The childminder develops partnerships with other settings that children attend to complement their learning. For example, she works with school staff to promote children's reading skills.

Personal development, behaviour and welfare require improvement

The organisation of the environment and resources means children cannot make choices and direct their play independently. Children do not benefit from rich, stimulating learning opportunities. Nevertheless, the childminder is a positive role model and praises the children's achievements. She encourages children to suggest activities they would like during the school holidays. For example, children express their plans to visit a local park and take part in a reading competition at the local library. Children listen attentively to the childminder and follow simple instructions. They develop good social skills, confidently chat to visitors and talk about their experiences. The childminder promotes discussion of how children can keep themselves safe and well, in particular she teaches children about the safe use of the internet. The childminder maintains appropriate records, such as accident records and a daily record of children's attendance. These help to support children's safety and well-being.

Outcomes for children require improvement

Children are not challenged and supported well enough to become active learners. They do not have enough opportunities to make independent choices. However, children develop effective relationships and are becoming confident communicators. They know how to look after their own belongings and are independent in their personal care. Children are developing the basic skills in readiness for school.

Setting details

Unique reference number	EY339554
Local authority	Stoke on Trent
Inspection number	1043221
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	5 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	19 July 2013
Telephone number	

The childminder was registered in 2006 and lives in Blurton, Stoke-on-Trent. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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