

Childminder Report

Inspection date

11 July 2016

Previous inspection date

13 March 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		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 consistently consider children's stages of development and interests when planning and conducting activities. This means that activities are sometimes too challenging or overly stimulating and do not promote children's learning effectively.
- The childminder has not yet fully developed procedures to focus on enhancing the quality of teaching through targeted professional development.

It has the following strengths

- The childminder has a good understanding of the importance of partnership working. She shares information with parents and other professionals, where applicable, to provide consistency for children.
- The childminder uses praise to promote and encourage children's self-esteem. Children feel confident within the setting and have good relationships with the childminder and her assistant.
- The childminder helps children to learn around the world around them. She makes good use of opportunities to celebrate children's home languages and cultural backgrounds.
- The childminder fosters children's independence appropriately. Children are developing some of the skills and attitudes which prepare them for their next stage of learning and the eventual move to school.

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 children's interests and stages of development are consistently taken into consideration when conducting activities and promote their progress and engagement more effectively. 22/08/2016

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

- develop the self-reflection processes that help target professional development opportunities and improve the overall quality of teaching.

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding purposes.
- The inspector reviewed written feedback provided by parents to take their views into account.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the children's learning records and evidence of the suitability and qualifications of the childminder and her assistant.

Inspector

Lauren Grocott

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has some informal systems in place for self-evaluation and considers the views of parents. However, these are not yet used to identify ways in which professional development can be used to increase her skills. She has undertaken some relevant training, however, to update her knowledge of first aid and child protection. The childminder works with an unqualified assistant on busier days. She supervises his practice to ensure consistency in children's care and learning. The arrangements for safeguarding are effective. The childminder has a secure understanding of how to identify and report any concerns relating to the welfare of a child. She maintains the required documentation to help promote children's welfare. The childminder is a positive role model for her assistant and children.

Quality of teaching, learning and assessment requires improvement

Children do not progress as well as they could and are not always engaged in learning. This is because the childminder does not always consider their individual developmental stages and interests during planned activities. They are sometimes too long or not appealing to children. The childminder and her assistant have a basic understanding of how children learn. Their spontaneous interactions with children are generally more effective. Children learn about the world around them as they explore flags from different countries and make their own flags with craft materials. The childminder observes children regularly and has begun to track their learning from their individual starting points. She shares this information with parents and other providers, if required, at appropriate intervals. Parents provide positive feedback about the support the childminder gives their children.

Personal development, behaviour and welfare are good

Children enjoy spending time with the childminder and her assistant. The childminder has thorough systems in place to review the safety and suitability of her premises. Children show a good understanding of the boundaries of the setting and respond appropriately to the childminder and her assistant. Children show a good understanding of how to keep themselves safe. For example, they know not to run indoors, in case they slip over. The childminder helps children to look after their bodies. They follow hygiene routines and are provided with a range of healthy snacks. Children undertake physical exercise, doing so indoors during bad weather. They navigate successfully around small cones and practise balancing and catching with bean bags. The childminder celebrates children's individual cultures and backgrounds. She gathers meaningful information from parents when children first begin attending. This enables her to understand children's home lives and promote their emotional well-being.

Outcomes for children require improvement

Children do not make good progress from their individual starting points because activities are not appropriate to their stage of development and interests. However, they do develop some of the basic skills required to prepare them for school. Children are confident and have appropriate social skills.

Setting details

Unique reference number	EY252984
Local authority	Wirral
Inspection number	1042900
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	7
Name of registered person	
Date of previous inspection	13 March 2013
Telephone number	

The childminder was registered in 2003 and lives in Bebington, Wirral. She operates all year round from Monday to Friday, from 7.30am until 6pm. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant.

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