

# Childminder Report

**Inspection date**

18 July 2016

Previous inspection date

9 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		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 share a short written summary of children's development between the ages of two and three years with parents or carers. Children's strengths, or areas of delay, are not accurately assessed or communicated effectively to parents or carers in order to promote children's good progress.
- The childminder has not taken sufficiently robust steps to improve the quality of the provision. Self-evaluation does not effectively help her to identify all weaknesses or identify professional development to strengthen her teaching skills.
- The childminder does not make the most of questioning and explanations to promote children's thinking skills and extend their learning during activities.

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

- Children are happy in the care of this kind and nurturing childminder. The childminder quickly builds strong bonds with children and effectively supports their emotional well-being.
- Children have good opportunities to explore natural materials, such as compost or cornflour and water.
- The childminder has a well-equipped playroom where children have time to make choices and develop their independence.

## What the setting needs to do to improve further

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

### Due Date

- |   |                   |
|---|-------------------|
| <ul style="list-style-type: none"> <li>■ provide parents with a short, written summary of their children's progress between the ages of two and three years; ensure the assessment includes all the required areas of communication and language, physical development and personal, social and emotional development.</li> </ul> | <p>05/08/2016</p> |
|---|-------------------|

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

- make better use of self-evaluation to accurately identify weaknesses and take timely action, including professional development opportunities, to improve the outcomes for children
- improve teaching skills in order to challenge children, extend their learning and promote their good progress.

## Inspection activities

- The inspector discussed a specific activity with the childminder and evaluated the learning outcomes for children. She also observed the children at play indoors and out, and their interactions with the childminder.
- The inspector looked at the areas of the home and the resources available to the children.
- A range of documentation was looked at, including evidence of the suitability of the childminder and the household members, some policies and procedures and children's records.
- The inspector spoke with one parent during the inspection.

## Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder understands the procedures to follow if she is concerned that a child is at risk of abuse or neglect. She attends mandatory training, such as first aid, to help her to keep children safe. The childminder has a trusting relationship with parents. They believe she offers their children a nurturing and safe environment. The childminder keeps parents informed about their children's daily activities and care routines. However, information about children's learning achievements is not as effectively shared. While the childminder has improved some aspects of her provision since the last inspection the quality of teaching is inconsistent. She has not used self-evaluation effectively to identify professional development opportunities to increase her knowledge of current good practice.

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

The childminder makes a short written summary of children's progress when they are aged between two and three years. However, she does not share the summary with parents and carers. In some instances, she does not assess all the required areas. That being said, the childminder knows the children well and observes them as they play. She recognises that most children meet their expected milestones and works with parents when children experience any delay. Children have an enjoyable time as the childminder responds to their immediate interests. For example, she provides cars and trains for a child who is fascinated by them. However, although some planned activities are interesting to the children, the childminder overlooks opportunities to ask questions, challenge children's thinking and extend their learning.

### Personal development, behaviour and welfare are good

The childminder is a good role model to the children as she is happy, calm and kind. She manages children's behaviour well, encouraging and supporting them to share and take turns. The childminder provides materials, such as cornflour and water, compost and sand and water to help children to explore the natural world. Resources are plentiful and well organised. Children confidently help themselves to enhance their own play, such as fetching additional toy trains to add to the compost. Children have daily opportunities for outdoor exercise. They scoot around in toy cars in the childminder's garden and visit local parks. The childminder makes sure all children are able to socialise with others as, for example, they meet other children at the park.

### Outcomes for children require improvement

Children develop the skills they need for school but are not sufficiently well supported to make good or better progress in their learning. They learn to listen to stories and handle books appropriately. They develop their independence skills as, for example, they learn to wash their hands before eating. Available resources, such as pens and pencils, enable children to draw and practise their early writing skills. Children develop their speaking and listening skills adequately. The childminder reads to children often and engages them in singing and conversations.

## Setting details

<b>Unique reference number</b>	223105
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1050584
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Swaffam Prior, Cambridgeshire. She offers her childminding service from 7am until 7pm, all year round, with the exception of family and bank holidays.

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