

Childminder Report

Inspection date

20 July 2016

Previous inspection date

4 November 2013

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:

- The quality of teaching is inconsistent and, as a result, learning opportunities are occasionally missed or lacking in challenge for children.
- Information gathered from observations and assessments of children's learning is not used effectively to plan challenging activities that support them to make as much progress as possible.
- The childminder does not identify and act on areas of weaknesses to continually improve the quality of her practice and provision.

It has the following strengths

- The childminder takes all necessary steps to keep children safe and protected. She keeps her safeguarding knowledge updated and policies and procedures are implemented consistently.
- The childminder is a good role model. She has clear expectations of children's behaviour and gives age-appropriate guidance and support when needed. Children learn to behave well and display good manners.
- The childminder is caring and attentive to children's needs. She provides them with lots of praise and reassurance. As a result, children develop secure relationships and make good progress in their personal and social development.

What the setting needs to do to improve further

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

	Due Date
■ raise the quality of teaching so that children are provided with consistently challenging and purposeful learning opportunities in every aspect of their learning	08/08/2016
■ make effective use of assessment to track children's progress, in order to recognise and close any gaps in their learning and to plan accurately for the next steps in their learning so that they make good progress.	08/08/2016

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

- improve the process of self-evaluation to clearly identify any areas for improvement and future targets for the development of practice and to improve outcomes for children.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection and made observations of children present. The inspector observed the quality of teaching during activities and the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation. The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector and childminder discussed an activity that children had been involved in.
- The inspector sampled some of the childminder's policies and procedures. The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector discussed the childminder's self-evaluation and her improvement plan.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder checks her home and places visited on outings, and takes action to minimise any risks. She makes sure her knowledge and understanding of how to keep children safe are refreshed and updated by attending safeguarding training. She knows how to report any concerns she may have about a child in her care. The childminder shares information with parents about what the children have been doing and regularly discusses their progress. However, the childminder has not yet precisely identified effective ways to address weaknesses in her practice, in order for children to make the best possible progress.

Quality of teaching, learning and assessment requires improvement

The childminder responds well to children. She is experienced and, consequently, provides some activities that interest children. She uses some appropriate teaching methods that, generally, prepare children for the next stage in their learning and school. For example, she encourages children to talk about what they are doing by asking them some open-ended questions about their play. This is one way the childminder promotes communication and language skills well. Children enjoy putting out tracks for cars and imitating the sounds the cars make. The childminder encourages them to count the number of wheels there are. The childminder observes children and has an understanding of each child's needs and interests. However, she has not fully embedded the use of observations to reflect sharply on the different ways in which children learn, and the quality of teaching is sometimes inconsistent. As result, learning opportunities are occasionally missed or lacking in challenge for children.

Personal development, behaviour and welfare require improvement

The childminder gathers adequate information from parents to help support her in meeting children's care needs effectively when they first join, such as routines, allergies, likes, dislikes and interests. Children are emotionally secure, happy and settled in her care. However, the weaknesses in planning and teaching mean that the learning environment for children is not as challenging or stimulating as it could be. Children develop close attachments to the childminder and they confidently approach her for affection and cuddles. They are encouraged to develop a healthy lifestyle through regular opportunities to exercise. These include trips to local parks. The childminder has a consistent approach to promoting positive behaviour.

Outcomes for children require improvement

Children are developing some aspects of their communication and language and their physical skills. They enjoy learning sounds, such as the noise of a frog, which they imitate, or choosing books independently. Children are developing some of the basic skills needed to help prepare them for the next stage in their learning or school. However, they are not yet making good progress from their starting points.

Setting details

Unique reference number	EY408342
Local authority	Cheshire West and Chester
Inspection number	1043301
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 14
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 November 2013
Telephone number	

The childminder was registered in 2010. She lives in Ellesmere Port, Cheshire. She operates from 7am to 6pm, Monday to Friday, all year round, except for family holidays.

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