

# Childminder Report

**Inspection date**

11 August 2016

Previous inspection date

26 January 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 use the knowledge and skills gained from recent training effectively enough to consistently deliver high-quality learning experiences for children.
- The childminder asks children too many questions in quick succession without giving them time to think and respond purposefully.
- The childminder has not given enough consideration as to how well the learning environment is organised to help children learn that they have similarities and differences that connect them to and distinguish them from others.

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

- The childminder is sensitive to children's emotional needs, providing a warm and caring environment. Children are happy and settled in her care and form secure and positive attachments with her.
- The childminder promotes healthy lifestyles and good hygiene routines. Children have regular opportunities to enjoy fresh air and exercise. They go on walks with the childminder, visit local parks and play in her garden.
- The childminder keeps the children in her care safe. Children are well supervised at all times throughout their play. The childminder carries out effective risk assessments of all areas used by the children.

## What the setting needs to do to improve further

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

### Due Date

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|--|------------|
| ■ use the knowledge and understanding gained through recent training and professional development more effectively to consistently deliver high-quality learning experiences for all children. | 08/09/2016 |
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**To further improve the quality of the early years provision the provider should:**

- give children more opportunities to think about and respond to questions
- organise the learning environment to take better account of the similarities and differences of the children attending.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated the range of activities on offer with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, the planning and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector took account of the views expressed by parents in written feedback.
- The inspector looked at evidence of the suitability of the childminder and other adults living in the home.

### Inspector

Alex Brouder

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Although, the childminder has improved her knowledge since the last inspection, she has not put this into practice sufficiently to secure consistently good outcomes for children. However, she has taken some successful steps to drive improvement. Arrangements for safeguarding are effective. The childminder has attended some relevant training, so she understands the procedures to follow should she be concerned for a child's safety or well-being. Children play in a safe environment because the childminder completes relevant risk assessments and takes action to minimise any potential hazards. She has begun to evaluate her practice and is better able to recognise where improvement is needed.

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

The childminder does not apply the knowledge she has gained through recent training and professional development consistently enough. As a result, the quality of teaching is variable and requires improvement. Although, children make good progress in their personal, social and emotional development, they are not supported well enough to make good progress in other aspects of their learning. The childminder observes children and assesses their progress but does not use this knowledge to consistently provide activities and experiences that help children make good progress. However, children are happy and immerse themselves in the range of play opportunities on offer. Children show confidence. They happily involve others in their play. They enjoy activities, such as building with construction materials, and the childminder helps them to develop their control and coordination skills.

### **Personal development, behaviour and welfare are good**

Children are happy and clearly well settled in the childminder's care. She works closely with parents to establish children's care and learning needs before they begin. She uses this to help plan and tailor the environment to reflect their interests. Children have good access to a range of developmentally appropriate resources. They use this well to support their play. Children are offered healthy snacks and meals. They confidently use a range of wheeled toys and slides, enhancing their physical skills. Children follow appropriate hygiene procedures. They wash their hands before eating and when they have had their nappy changed.

### **Outcomes for children require improvement**

Children are not challenged enough to make good progress from their starting points in all aspects of their learning. However, they are gaining some of the skills that support them in readiness for the move on to school. For example, they are growing in independence, choosing what and where they want to play and helping themselves to drinks of water when thirsty. Their self-esteem is growing as the childminder provides encouragement and praises the children when they do things for themselves.

## Setting details

<b>Unique reference number</b>	226707
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1044842
<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>	1 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Leicestershire. She operates her provision all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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