

Childminder Report

Inspection date	19 September 2016
Previous inspection date	15 October 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 has not completed the required progress check for children between the ages of two and three years or provided a written summary to parents.
- The childminder does not consistently use her observations and assessments of younger children to plan for each child's future learning to ensure that they make good progress.
- The childminder's evaluation of the effectiveness of her provision and planning for improvements are in the early stages of being implemented. The evaluation does not include the views of parents to ensure it is comprehensive.

It has the following strengths

- The childminder completes all required paperwork and training. She has undertaken risk assessments and put into place steps to minimise risks. Her procedures are updated to reflect changes in guidelines and are implemented consistently.
- Children enjoy the homely atmosphere. They are confident to express their needs and show good levels of curiosity. The childminder promotes their communication and language skills and reflects their interests with the activities she provides.
- 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's behaviour is good, they are kind to their friends, learn to share and be inclusive.
- The childminder provides a broad range of play resources; the garden is particularly inviting and offers a wide range of learning opportunities. Children are confident and become independent learners as they access toys and activities of their choice. This helps them to develop some of the abilities they need for their future learning in nursery or 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
<ul style="list-style-type: none"> ■ complete the required progress check for children between the ages of two and three years, highlighting areas in which a child is progressing well and where some additional support might be needed, sharing a written summary of this with their parents 	30/11/2016
<ul style="list-style-type: none"> ■ ensure information gained from observations and assessments of younger children is consistently used to plan for their future learning to help all children make good progress. 	30/11/2016

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

- include the views of parents in the evaluation of the provision and use this information to develop and implement carefully planned improvements.

Inspection activities

- The inspector observed the quality of teaching during activities provided for younger children present at the inspection and assessed the impact this has on children's learning.
- The inspector had discussions with the childminder about how she organised the learning of older early years children not present during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and a selection of policies and children's records.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. She has assessed the risks of the family pets and is aware of her responsibilities to supervise children and ensure pets have necessary checks to keep them healthy. Required suitability checks for all adults who live on the premises have been completed. She knows how to report any concerns she may have about a child in her care. The childminder shares information with parents about what children have been doing and regularly discusses their progress. She has taken some steps to review her provision in order to improve. However, assessment requirements are not fully met and evaluations of practice are not rigorous enough and do not include parents' views on how the provision could be improved.

Quality of teaching, learning and assessment requires improvement

The childminder's teaching is inconsistent because her assessments of younger children's progress are limited. This results in the childminder planning activities which actively support older early years children's next steps in learning, such as the recognition of written numbers and letters or experimenting with quantities and positional language. Younger children are well cared for and their activities provide opportunities for them to develop their physical and social skills. However, the childminder is less clear about what she needs to do to target teaching and ensure they are making rapid progress in all areas. The childminder supports children's language development well. She interprets younger toddlers' needs effectively as they communicate through gestures and some first words. She talks to children, explains what is happening and uses songs and rhymes. This builds on their understanding and gives them time to hear and practise new words.

Personal development, behaviour and welfare require improvement

The childminder has good relationships with parents and works with them to ensure children's emotional and practical needs are well met. She gathers adequate information from parents to help support her in meeting children's care needs effectively when they first join, such as routines, likes, dislikes and interests. Children are emotionally secure, happy and settled in her care. Children develop close attachments with the childminder and they confidently approach her for affection and cuddles. However, the weaknesses in planning and teaching for younger children mean that the learning environment does not provide enough challenge for them to make good progress. The childminder ensures children develop an understanding of healthy lifestyles by providing opportunities for regular exercise; they spend a good proportion of each day outside. They develop an understanding of dangers and learn to use large equipment with care.

Outcomes for children require improvement

Children gain basic skills to prepare them for learning in nursery and school. However, younger children are not making as much progress as they could, due to inconsistent planning for their future learning. Older children are prepared for moving on to other settings, such as school. They independently choose resources and learn to manage their care needs. They enjoy learning to count and make marks, experiment with different materials and handle equipment safely.

Setting details

Unique reference number	304671
Local authority	Cheshire East
Inspection number	1043391
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	15 October 2013
Telephone number	

The childminder was registered in 1998 and lives in the Woolstanwood area of Crewe, Cheshire. She operates all year round from 6am to 7pm, Monday to Saturday, except for family holidays.

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