

# Childminder Report

**Inspection date**

21 September 2016

Previous inspection date

30 October 2014

<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		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 successfully developed her understanding of completing observations and assessments of children's learning. This means that planned activities do not always provide suitable challenge or consider what skills children need to learn next.
- Since the last inspection, the childminder has not sought any professional development opportunities to help enhance her practice or keep her knowledge of the early years foundation stage up to date.
- The childminder has not reflected closely enough on her practice to identify weaknesses and gaps in her knowledge.

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

- The childminder has worked to address some of the actions and recommendations raised during her last inspection. She has reviewed her safeguarding procedures and introduced planning around children's interests.
- Partnerships with parents are good. The childminder shares learning records and information about daily activities with parents. She encourages them to share information about children's interests at home.
- Children's speech and language skills are supported well. The childminder discusses activities with children that they are involved in and asks questions to help prompt their thinking.
- Children are happy and settled in the childminder's home. They have established close relationships with the childminder and this helps them to feel safe and secure and supports their well-being.

## 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 knowledge of the observation and assessment process is developed, in order to identify what children need to learn next and plan suitably challenging learning experiences. 30/11/2016

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

- implement a programme of continuous professional development that helps to ensure knowledge of the requirements is kept up to date
- improve self-evaluation to identify all weaknesses in practice and set clear priorities for improvement.

## Inspection activities

- 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 held a meeting with the childminder. She looked at relevant documentation, such as policies and procedures, risk assessments and evidence of the suitability of adults living on the premises.
- The inspector took account of the written views of parents during the inspection.

## Inspector

Nadine McCarthy

## Inspection findings

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

The childminder does not have effective systems in place to evaluate the quality of her service and identify future improvements. This has led to gaps in the provision. While the childminder has made some improvements since her last inspection, she has failed to successfully develop her knowledge of observation and assessment. This has an impact on the childminder's ability to plan for children's individual needs. The childminder has attended mandatory training, such as first aid and safeguarding. However, she has not sought any further professional development opportunities that help to keep her knowledge of the requirements up to date. The arrangements for safeguarding are effective. The childminder has written child protection policies and procedures in place and displays an understanding of how to keep children safe. She completes risk assessments on her home and encourages children to think about their own personal safety.

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

The childminder completes observations of children's learning and shares learning journals with parents. Additionally, she has systems in place to assess children's progress and development. However, observation and assessment are not used consistently to plan for what children need to learn next. This means that children's learning is not always suitably challenged. Children mostly take part in activities based on their interests. For example, they read stories they enjoy and take part in painting and craft activities. Children access role-play resources and show a good ability to play imaginatively. The childminder plays alongside children and engages in conversation during play. Children collect objects of interest to investigate when out on walks in the local area. The childminder encourages children to count some of the objects found, such as acorns and twigs.

### **Personal development, behaviour and welfare require improvement**

Children have access to a suitable range of quality toys and resources within the childminder's home. These are mostly organised within easy reach of the children in the playroom. This helps to support children's independence and encourages them to make choices in their learning. Children behave well and assist the childminder with simple tasks, such as tidying toys away. They are provided with healthy snacks and discuss different fruits and vegetables they like to eat. Children have opportunities to engage in regular physical activities, such as walks to the local park and duck pond. This helps to support their understanding of healthy lifestyles. They develop a suitable understanding of differences in society and take part in activities based on festivals and celebrations.

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

Children do not make good enough progress in their learning and development. However, they do enjoy their time with the childminder and make suitable progress in their learning. Their care needs are met appropriately and the childminder supports children's self-esteem. Children are developing some of the key skills required for their next stage in learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	306058
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1044395
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 October 2014
<b>Telephone number</b>	

The childminder was registered in 1989 and lives in the Greasby area of the Wirral. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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