

Childminder Report

Inspection date

5 October 2016

Previous inspection date

12 November 2012

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| 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's observations of the children are not used effectively to precisely identify the next steps in their learning and plan activities to support their development.
- Monitoring of children's progress is irregular and does not accurately identify any gaps in learning so these can be swiftly addressed.
- The childminder does not always gather enough information from parents about children's learning and achievements at home. This means she cannot use parents' knowledge to complement her teaching and promote children's rapid progress.
- The childminder has not implemented a rigorous self-evaluation process to identify the strengths and weaknesses of the provision.

It has the following strengths

- Children are self-assured and happy. They develop strong, affectionate bonds with the childminder and her assistant, who are kind and responsive to their needs.
- The childminder and her assistant promote children's speech and communication skills well. This supports children to be confident communicators.
- The childminder works closely with local schools and other settings. They share information about children's learning and development as well as children's well-being.
- Children learn about their local community and the wider world through outings and carefully planned experiences and activities.

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"> ■ develop the use of observations of children's learning to plan activities and identify next steps that further support their progress | 28/10/2016 |
| <ul style="list-style-type: none"> ■ complete rigorous assessments of children's progress, including an initial assessment based on children's starting points so that any gaps in learning can be quickly identified and addressed. | 28/10/2016 |

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

- gather more information from parents about children's learning and achievements at home and use this to complement teaching in the setting
- strengthen the self-evaluation processes to ensure that areas for development are accurately identified and addressed, including the views of children and parents.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder. She discussed children's learning and development and sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents by reading a number of their comments on letters obtained by the childminder.

Inspector
Susan Sykes

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder and her assistant understand the procedures to follow should they have a concern about a child in their care. The home is effectively risk assessed to ensure that children play and explore in a safe and secure environment. The childminder has policies and procedures in place which underpin her practice. The childminder works very well with her assistant. She keeps the assistant up to date with changes to practice and supports her professional development. Feedback from parents shows the high regard they hold for the childminder. However, the childminder's evaluation of her practice does not effectively identify the weaknesses in her practice so that action can be taken to improve.

Quality of teaching, learning and assessment requires improvement

The childminder observes children's learning and development. However, these observations and the monitoring of children's progress are not used effectively to plan children's next steps or identify gaps in their learning. This means that the childminder does not know precisely where children are in their learning or is able to identify any gaps to support their continuing progress. The childminder gains some informal information from parents about their child's progress at home. However, this does not give a sufficient overview of what children know and can do in order to inform more-effective planning. The childminder and her assistant engage in children's play and during these interactions the quality of teaching is purposeful. For example, children cuddle with the childminder to read stories together. Children are excited and giggle as they point out the characters they know and talk about what they are doing. This helps to support children's communication and language skills. Children's mathematical and problem-solving skills are supported as they build towers from bricks or complete age-appropriate puzzles.

Personal development, behaviour and welfare are good

Children are very confident and at ease in the childminder's home. Children enjoy the childminder and her assistant's warm interactions and they receive extensive praise and encouragement. This raises children's self-esteem and supports their willingness to persevere in activities. Children benefit from fresh air and exercise daily. They go on outings in the local area, such as the library or park. These outings also help children to learn about their local community. The childminder helps children learn about other cultures. She takes time to find out about children's backgrounds and involves their families in celebrating their festivals in a meaningful way.

Outcomes for children require improvement

Children are making some progress in their learning and development. However, because the childminder does not rigorously monitor children's learning and development, they are not always challenged enough to make the best progress. Despite this, they are sociable, well behaved and show increasing confidence, developing some of the necessary skills in preparation for their next stage of learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY444299 |
| Local authority | Peterborough |
| Inspection number | 1060091 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 12 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 12 November 2012 |
| Telephone number | |

The childminder was registered in 2010 and lives in Peterborough, Cambridgeshire. She works with an assistant every day. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education two-, three- and four-year-old children.

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