

# Childminder Report

**Inspection date**

4 November 2016

Previous inspection date

16 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		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 implemented an effective programme of professional development to help raise the quality of teaching and practice to a good level.
- The childminder does not assess children's learning well enough to support them to make good progress in their development.
- The childminder does not understand her role in completing the progress check for children aged between two and three years. Parents do not receive a written summary of children's progress during this time.
- The childminder does not successfully plan appropriately challenging activities that consistently encourage and ignite all children's enthusiasm to learn. She does not consider their current interests and abilities fully.
- The childminder does not make the best use of opportunities to extend children's awareness of numbers and counting.
- The childminder has not successfully reflected on her practice to effectively identify all areas for improvement.

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

- The childminder works in partnership with parents to support children's care needs. Children settle well and form close bonds with her, which help to support their emotional well-being.
- Children enjoy fresh air and exercise when participating in outdoor experiences in the community, such as at local parks. This helps to support their understanding of the wider world.

## What the setting needs to do to improve further

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

	Due Date
■ improve knowledge and understanding of how to assess children's progress and precisely identify what they need to learn next	04/01/2017
■ complete the progress check for children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas of learning	04/01/2017
■ use information gained from observations to plan activities that are enjoyable and challenging, linked to children's individual interests to support their ongoing learning and development.	04/01/2017

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

- increase opportunities for children to use numbers and counting during play that further support their early mathematical skills
- develop and undertake a specific programme of professional development and raise the quality of teaching and practice to a higher level
- develop robust self-evaluation procedures to identify and address all areas for improvement and improve outcomes for children.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's suitability, paediatric first-aid certificate, risk assessments and looked at a sample of her policies and procedures.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder does not have a suitable programme for professional development in place. She does not have a secure enough understanding of the learning and development requirements. The childminder does not use self-evaluation well enough to reflect on the quality of her service and identify her own strengths and all areas for improvement. The arrangements for safeguarding are effective. The childminder knows what action to take should she have a concern about the welfare of children. She has suitable policies, procedures and risk assessments in place which she uses to help keep children safe overall.

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

Information about children's learning, gathered through the childminder's observations and discussions with parents, is not used well enough. Activities are not consistently provided that interest all children or offer good levels of challenge. This means that all children are not as engaged or motivated to learn as they could be. Younger children play with toy cars and pretend that they are driving up a ramp. This helps them to use their imagination skills. Older children are encouraged to build a tower with bricks. The childminder offers praise which helps to support their self-esteem. Children are encouraged to make their tower taller. This contributes to their growing understanding of size. However, there are fewer opportunities for children to practise their early counting skills. Overall, children show suitable levels of engagement as they lead their own play. They freely move around the setting and choose from the available resources.

### Personal development, behaviour and welfare require improvement

The childminder does not complete the required progress check for children aged between two and three years. She does not provide parents with a short written summary during this important time in their development. Parents are not informed of their child's strengths or areas where they may need extra support. Children learn about suitable hygiene practices. For instance, they wash their hands after toileting and before eating. Children enjoy healthy snacks, such as fresh fruit. They are encouraged to be independent and they peel their own fruit. The childminder helps to keep children safe, such as when out in the community. For example, she encourages them to hold her hand when crossing the road.

### Outcomes for children require improvement

Children do not make good enough progress. Systems used for assessing the progress children make are not effective enough. This means that children are not fully supported with their future learning. Despite this, children develop some basic skills that overall help prepare them for the next stage in their learning and eventual move to school. For example, children respond well to instructions and behave well. They help tidy away resources when they have finished playing. Older children talk to adults confidently and express their views.

## Setting details

<b>Unique reference number</b>	310604
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1063990
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 December 2013
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Southport, Merseyside. She operates all year round, from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays.

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