

Childminder Report



Inspection date

Previous inspection date

11 November 2016

10 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:

- Continuity for children's learning and development is not fully promoted. Information the childminder collects from parents about what children can do on entry and systems used to share information about children's current development lack rigour.
- Children are not fully supported in making as much progress as possible. Ongoing observation and assessment are not used skilfully to match all activities to children's learning needs or to identify any gaps in their development.
- Toddlers are not always supported to adapt their behaviour and engage fully with what is happening next in the daily routine.

It has the following strengths

- The childminder is skilled in describing what is happening and modelling language as children play. This helps children to develop their understanding, speaking and listening skills.
- The childminder and her assistant know how to build children's emotional well-being and reinforce their sense of belonging. This helps children to settle in and develop warm close relationships with the familiar adults.
- The childminder demonstrates a reflective and committed attitude to improving the service she provides. She has taken good steps to ensure that previous actions have been met. The childminder has sought advice and guidance from her local authority adviser and uses self-evaluation to reflect on her practice.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ involve parents in their children's learning and improve the exchange of information on entry and during the placement to help children to make better progress | 31/12/2016 |
| ■ use information from observing children and ongoing assessments to provide appropriate challenge for all children and help them to make good progress. | 31/05/2017 |

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

- help toddlers to be more prepared for what will happen next in the daily routine, so that they begin to understand and cooperate more with boundaries and routines.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's developmental records and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living and working on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder is not clear about how to use ongoing assessment as a way of tracking children's development and to help them make progress. This lack of understanding means that the educational programmes do not provide rich learning experiences to help children develop well in all areas of their learning. The childminder is aware of the requirement to complete the progress check for children between the ages of two and three years. However, her lack of understanding of how to monitor children's learning over time means that she does not have accurate information to share with parents. The arrangements for safeguarding are effective. The childminder and her assistant have attended training in child protection. They are aware of the signs and symptoms that would cause them concern about a child's welfare and understand the procedures to follow in the event of any safeguarding concerns. The childminder monitors and guides her assistant's practice appropriately when they work together.

Quality of teaching, learning and assessment requires improvement

The childminder has systems in place to find out about children's likes and dislikes when they first start in her setting. However, initial assessments do not inform the childminder about children's developmental levels. Initial planning is not informed by information about what children already know and can do. The childminder is not yet skilled in using information gained from observations of children's play to target individual learning experiences. This means children are not provided with challenging experiences appropriate to their ages or stages of development. The childminder and her assistant's interaction with children is generally good. They speak warmly to children, wait appropriately for an answer and respond appropriately to their daily interests and needs.

Personal development, behaviour and welfare require improvement

The childminder has taken reasonable steps to manage risks and hazards in her home. She completes risk assessments of any potential hazards and carries out daily checks to ensure they are minimised. Children make independent choices about their play and have access to an appropriate range of toys and equipment. However, they are not always sufficiently prepared for changes in the daily routine and engaged with what comes next. This means that children do not always have time to adjust their behaviour for different situations. In addition, toddlers are not fully supported to understand how to adapt their own actions when their behaviour is not acceptable.

Outcomes for children require improvement

Educational programmes are not adequately implemented to support individual children in making good progress. Children are not best prepared for the next stage in their learning within the setting or when they are ready to move on to nursery or school. Nevertheless, children gain confidence, self-awareness and an understanding of their own needs. They are learning through their play. Children pretend to cook and make meals. The childminder talks to children about what they are doing. They begin to make sense of their own ideas. This helps them to concentrate and remain interested as they lead their own play. Children listen to stories, make purposeful marks and begin to count together.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY370096 |
| Local authority | Sandwell |
| Inspection number | 1043382 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 9 |
| Total number of places | 12 |
| Number of children on roll | 13 |
| Name of registered person | |
| Date of previous inspection | 10 October 2013 |
| Telephone number | |

The childminder was registered in 2008 and lives in Oldbury, Sandwell. She operates all year round from 6.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with an assistant.

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