

Childminder Report

Inspection date

12 January 2017

Previous inspection date

9 December 2013

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		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 does not fully support children's progress. She is, generally, aware of children's achievements. However, she does not effectively assess and monitor children's progress to identify any gaps in their learning and plan challenging activities to support these.
- The childminder has not made links with the other settings that children attend. She does not gather and share information about children's learning.
- The childminder does not always gather specific information about children's capabilities from parents on entry.
- The childminder does not evaluate her provision thoroughly enough. She does not identify effective areas for development, such as additional training to help improve her knowledge of how to provide children with even better learning opportunities.

It has the following strengths

- Children are happy and content. The childminder is caring and treats them with consideration and kindness. She listens to what children have to say, respects their views and provides a welcoming, warm and homely environment.
- Children make sense of the world around them and the community in which they live. They are physically active and visit nearby areas of interest, such as the beach and they go on nature walks. Children attend local groups and meet others, helping support their social skills in readiness for 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
■ improve the use of observations and assessments to monitor children's progress to identify any gaps and plan activities that challenge and support the next steps of their learning	29/01/2017
■ establish partnerships with other settings children attend to share information about their progress and provide continuity in their learning and development.	29/01/2017

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

- gather more specific information on children's capabilities from parents on entry to ensure children's learning is effectively planned for when they first attend the setting
- use evaluation more effectively to clearly identify areas for development to improve outcomes for children.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents and took account of the views and written feedback provided.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

Self-reflection is not thorough enough to ensure that the childminder identifies any areas for improvement, such as any additional training needed. She does not have effective systems in place to precisely monitor children's progress in their learning. This means she cannot always identify where additional support is needed. The arrangements for safeguarding are effective. The childminder has sufficient knowledge and understanding of how to report any concerns she may have about a child in her care. She develops secure relationships with parents and they express their appreciation through written cards, letters and discussions. However, the childminder does not gain enough specific information from parents about children's achievements before they first start. Therefore, she does not always have sufficient knowledge of how to best support and plan for children's learning from the outset.

Quality of teaching, learning and assessment requires improvement

The childminder does not use the information from observations well enough to regularly assess children's progress and plan suitably challenging activities to extend their learning. However, she interacts with children, finds out their interests while they play and knows them well. The experienced childminder extends children's communication skills and language. She acknowledges babies as they say single words and talks about what they are doing, providing clear language for them to hear and copy. She asks older children questions while they construct models and are creative with different colour paints. Children like looking at books and singing songs. They explore different shapes while completing jigsaw puzzles.

Personal development, behaviour and welfare require improvement

The childminder does not support children who also attend another setting effectively. Appropriate information is not shared or gained from teachers to provide continuity in children's learning and care routines. However, the childminder, generally, supports children's emotional well-being and secure relationships are developed. Settling-in procedures ensure that families and children have time to get to know the childminder. She obtains details about children's likes, dislikes and routines when they first join her and meets their care needs effectively. The childminder encourages children of all ages to help with some small tasks that support their independence, self-care skills and good health. For example, they tidy away toys, feed themselves at snack times and wash their hands.

Outcomes for children require improvement

Children are not making consistently good progress in all the areas of development. However, they are, generally, engaged and motivated to learn in the enabling environment. Children confidently move around and independently choose from an adequate range of resources. This, generally, supports their concentration and children focus on activities for long periods of time. Children are developing some of the basic skills needed to help prepare them for school.

Setting details

Unique reference number	306034
Local authority	Wirral
Inspection number	1063947
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	9 December 2013
Telephone number	

The childminder was registered in 1999 and lives in West Kirby, Wirral. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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