

Childminder Report

Inspection date

19 January 2017

Previous inspection date

23 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 does not use her observations well enough to assess children's development and provide challenging activities that enable children to make consistently good progress.
- The childminder does not involve parents with their children's learning and development or seek sufficient information about what they achieve at home.
- The childminder does not always make the most of opportunities to extend children's mathematics skills, relating to numbers and counting in their play.
- The childminder does not seek professional development opportunities to improve her practice or that of her assistant.
- The childminder's self-evaluation is not fully effective in identifying areas for development, and does not include the views of parents to enable her to make continuous improvements that benefit children.

It has the following strengths

- Children are happy and enjoy their time with the childminder and her assistant.
- Children settle well and quickly, making firm emotional attachments with the childminder and her assistant. Children are well behaved, considerate to each other and play cooperatively.
- The childminder provides a broad range of resources that are inviting to children. They make their own choices and particularly enjoy playing in the outdoor area.

What the setting needs to do to improve further

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

	Due Date
■ use the information from observations to better understand each child's abilities and identify the next steps in their learning, and plan and provide challenging activities to enable children to make good progress in all areas of their development	30/03/2017
■ provide parents with regular information about their child's progress and enable them to share their child's achievements at home to build on what they know and can do.	30/03/2017

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

- provide more opportunities for children to use numbers and counting during their play
- seek a range of ways to support professional development to improve practice
- make effective use of self-evaluation to identify strengths and weaknesses in practice, including the views of parents, to improve outcomes for children and ensure continuous improvement.

Inspection activities

- The inspector observed the childminder and assistant with the children.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector sampled documents, including the childminder's self-evaluation, policies and children's learning records.
- The inspector spoke with a parent.
- The inspector toured the premises inside and outside.

Inspector

Phillippa Wallis

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistant are very clear about what to do if they are concerned about a child's welfare. Since the last inspection, the childminder has not made sufficient improvements and has not maintained her previously good practice. For example, she has regular discussions with parents about children's care but she does not always provide clear information about their child's learning and development needs or find out what they have achieved at home. The childminder gives adequate direction and support to her assistant. However, she has not used professional development opportunities to maintain and improve her practice or that of her assistant. The childminder has made some self-evaluation of her practice; however, this is not sufficiently reflective to identify improvements.

Quality of teaching, learning and assessment requires improvement

The childminder plans some activities for children that they enjoy. She provides lots of free play, both indoors and outside, in all weathers. The childminder supports children's language development well. For example, she talks to the children as they play and uses clear pronunciation of words. The childminder misses opportunities to help children develop their mathematics skills, such as counting in everyday play. The childminder plans a variety of creative activities for children, such as making caterpillars and painting butterflies using different materials and colours. The childminder carries out some observations of children's progress, but does not use this information well enough to plan effectively for their next steps in learning or identify and close emerging gaps promptly.

Personal development, behaviour and welfare are good

The childminder and her assistant provide a warm and welcoming environment and build secure attachments with children. They provide positive praise to children to help to promote their self-esteem. Boys particularly relate well to the childminder's male assistant who is an effective role model. Children are very confident, play happily together and are encouraged to share. The childminder is patient, calm and caring while managing all children's care needs. The childminder and her assistant take children on regular outings, providing different social experiences and opportunities for them to be physically active. The childminder enables children to develop their independence. For example, she encourages them to feed themselves.

Outcomes for children require improvement

Children make adequate progress ready for school. For example, they are confident and learn to socialise, take turns and be considerate of one another. However, they do not always have good opportunities to gain a broader range of skills owing to limitations in the quality of planning.

Setting details

Unique reference number	106752
Local authority	Bristol City
Inspection number	1058708
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	23 November 2012
Telephone number	

The childminder registered in December 2000. She works with an assistant in the St Andrews area of Bristol and provides care from Monday to Friday, all year round.

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