

Childminder Report

Inspection date

17 January 2017

Previous inspection date

30 September 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 always use information gained from her observations and assessments to precisely identify individual children's next steps in learning. She does not yet plan suitably challenging learning experiences taking into consideration children's age and ability. This means children do not make the best possible progress.
- The childminder does not gather sufficient detailed information from parents when children first start, in order to identify the knowledge and skills they already have.
- The childminder does not always allow children time to think and solve simple problems themselves, in order to extend their learning.

It has the following strengths

- The childminder regularly updates parents about their children's care, the activities they have been involved in and their progress. Feedback from parents using questionnaires is very positive.
- Children are provided with a reasonable range of activities and resources. They can access toys for themselves and lead their own play.
- The childminder attends training to enable her to keep children safe, such as first aid and child protection. Through self-evaluation, she has identified some areas for improvement and solutions to develop her practice and teaching skills.
- The childminder is warm and friendly. Children enjoy playing with the childminder and choosing their own 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

- use information gathered from observations and assessments of children's learning to precisely identify their individual next steps in learning and plan suitably challenging activities based on their age and ability that motivate and engage them. 28/02/2017

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

- strengthen partnerships with parents and support them more effectively to share what they know about their children's achievements when they first start attending
- provide more time for children to think, answer questions and solve simple problems for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed and jointly evaluated an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder does not gather sufficient information about their children's learning and development at home to help identify their starting points. This means the childminder is unable to provide a clear measurement from which to monitor children's progress. However, the childminder does gather information from parents about their children's care needs and interests when they first start. The arrangements for safeguarding are effective. The childminder is knowledgeable about recent changes to safeguarding legislation. She is informed about local procedures to follow if she has concerns about a child's welfare. She meets with other childminders to share ideas and practice.

Quality of teaching, learning and assessment requires improvement

The childminder does not always accurately identify children's next steps in learning to help them make good progress. However, she regularly observes children and plans activities based on their interests. Young children enjoy playing with musical instruments, such as shaking maracas. Older children choose play dough. The childminder adds resources to develop the activity further and provide opportunities for children to learn some new skills. For example, she adds plastic knives to the play dough to help children learn to cut. The childminder interacts with the children. She makes suggestions about what they could do next when the children pretend to make cakes using play dough. However, the childminder is quick to answer for the children. She does not allow children time to think for themselves, in order to develop their own ideas of how to do things.

Personal development, behaviour and welfare require improvement

Although children develop some good attitudes towards learning, teaching is not good enough to make sure they are challenged and motivated. Nevertheless, the childminder takes children to local groups and attractions. This helps them to develop their social skills and learn about the wider world. The childminder promotes suitable hygiene practices and an awareness of healthy lifestyles. Children enjoy exploring the differences between an avocado and a kiwi fruit as they discuss the fruit during snack time. The outdoor area is equipped with a range of toys which enables children to be physically active. The childminder models appropriate manners during snack time and children quickly learn to say please and thank you. Praise and encouragement are regularly given to help support children's emotional well-being. The childminder helps children to understand what behaviour is appropriate and to be responsible for their own actions.

Outcomes for children require improvement

Children do not make good progress from their starting points because activities do not consistently target individual needs and challenge them to learn more. Some children show sustained levels of interest in their chosen activities. Children are learning to share and take turns. The childminder encourages their independence, such as helping to set the table and putting their own shoes away. As a result, they are learning some of the basic skills they will need for their next stage in learning.

Setting details

Unique reference number	EY461146
Local authority	Staffordshire
Inspection number	1066815
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	30 September 2013
Telephone number	

The childminder was registered in 2013 and lives in Tamworth, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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