

# Childminder Report

<b>Inspection date</b>	25 January 2017
Previous inspection date	24 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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:

- Although the childminder has made some progress since her last inspection to develop planning to meet children's learning needs, her observations and assessments do not fully enable her to plan for and provide consistently challenging activities that focus on what children need to learn next, to help them make good progress.
- The childminder does not effectively support children's language and communication skills effectively so that they initiate and engage in conversations and have time to think and respond to the questions the childminder asks.
- Although the childminder has made some improvements to her practice since the last inspection, she has not developed an effective method of self-evaluation to help her focus on improving the quality of teaching further and improve outcomes for children.

### It has the following strengths

- Children are happy and enjoy their time with the childminder. They are curious and select resources to play with independently.
- Children behave well. They listen to the childminder and begin to follow instructions. Children learn to manage simple tasks independently, such as tidying away resources.
- The childminder has attended some training to help improve her knowledge and practice to meet the welfare requirements; for instance, how she risk assesses areas where children play to help keep them safe and secure.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ use observations and assessments more effectively to monitor and plan precise next steps for individual children across all areas of learning, to provide them with challenging activities that help them to make good progress	22/03/2017
■ develop knowledge and skills to support children's language and communication development more effectively.	22/03/2017

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

- make better use of self-evaluation to focus more accurately on improving the quality of teaching and outcomes for children.

### Inspection activities

- The inspector observed children playing with the childminder.
- The inspector conducted a joint observation with the childminder.
- The inspector toured parts of the childminder's home used for childminding purposes.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documents, including policies, procedures and records relating to children's progress and development.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Since the last inspection, the childminder has improved how she supports children's health and safety. For example, she has introduced procedures to record any accidents the children may have and ensures that children follow good hygiene practices. Although the childminder has taken steps to improve how she plans and assesses children's progress, her processes are not effective enough to ensure children receive the individual support and input they need. She monitors children's progress; however, her planning relates to whole group activities and not children's individual needs and interests. This results in the childminder frequently missing opportunities to build on children's next steps across all areas of learning. The childminder does not use self-evaluation effectively to help her improve outcomes for children and identify how to develop her teaching skills, for example, in supporting children's communication and language development. She attends training and knows how to identify and report any concerns she has about children, including wider safeguarding matters. Safeguarding is effective.

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

The childminder's observation, assessment and planning processes do not help her to meet children's needs consistently and successfully. She misses many opportunities to extend children's play across all areas of learning. For instance, as younger children play with shape sorters, the childminder does not identify the shapes or use positional language, such as 'in' or 'out', to help them develop their mathematical knowledge. The childminder does not effectively encourage children to initiate and engage in conversations or use new words because she generally finishes off sentences and gives them the answers to her questions. The childminder is developing her partnership with parents to share what she knows about their children and give them the opportunity to share their ideas for their children's needs.

### Personal development, behaviour and welfare require improvement

The childminder keeps children safe and secure. She is vigilant and supervises children well. Children are confident and settle with ease. Overall, children concentrate well and focus on activities with the childminder's encouragement. However, they do not receive ongoing challenge and support to effectively match their ages or stages of learning. Children learn about healthy lifestyles and enjoy frequent outdoor activities.

### Outcomes for children require improvement

Children form close attachments with each other and the childminder. They confidently explore, and they select toys and equipment independently. Children develop some skills for the next stages in learning and moving on to school. However, the lack of challenges to meet their learning needs does not help them to make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY463213
<b>Local authority</b>	Torbay
<b>Inspection number</b>	1077280
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 October 2016
<b>Telephone number</b>	

The childminder registered in 2014 and lives in Brixham, Devon. She offers care every weekday from 6.30am until 6pm all year round, except public holidays.

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