

# Childminder Report

**Inspection date**

20 January 2017

Previous inspection date

16 June 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:	Requires Improvement	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:**

- The childminder's assessments of children's progress are not always accurate enough to help her plan effectively for children's good progress.
- The childminder does not successfully engage all parents in children's learning. Arrangements for involving parents in the assessments of the starting points for children's learning and systems used to share information about children's current development, lack rigour.
- The childminder's self-evaluation is not rigorous enough to ensure that areas in need of improvement are swiftly identified and addressed.

### **It has the following strengths**

- The childminder demonstrates a committed approach to providing a safe environment for children. Important information and permissions are gained from parents to promote individual children's health and safety. The childminder has taken good steps to manage any potential hazards, so that they are minimised or removed.
- The childminder promotes children's language and communication skills well. She introduces new words and models simple vocabulary during daily routines and play activities, in order to support children's acquisition of speech.
- Children clearly enjoy the time they spend with the childminder, who offers cuddles and reassurance. They display confidence and independence in the childminder's care. This helps to reinforce their sense of belonging.
- The childminder places an emphasis on building good relationships with children and their families. This helps parents to feel confident about her care of their children. They regularly share information that helps to promote consistency in children's care.

## What the setting needs to do to improve further

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

### Due Date

- ensure the assessment process is always accurate and used effectively to plan precise next steps for children's future learning, and to accurately monitor children's development, so that any gaps in children's learning are closed quickly and they are supported to make the best possible progress. 03/03/2017

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

- involve parents in their children's learning and improve the exchange of information that is useful for helping children to make good progress, on entry and during the placement
- strengthen the arrangements for self-evaluation to focus more precisely on raising the quality of teaching, in order to help improve the outcomes for children.

## Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities. She spoke to children at appropriate times while they played.
- The inspector looked at a range of documentation, such as children's records.
- The inspector discussed self-evaluation with the childminder and took into account the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

## Inspector

Kim Barker

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Systems in place to identify or prioritise areas of practice that are in need of improvement do not focus enough on strengthening the childminder's teaching practice. As a result, teaching is inconsistent and children are not given the support they need to make consistently good progress over time. The childminder understands the need to build partnerships with other settings that children attend. She chats to other professionals about what children are learning at nursery and builds this into her planning. The arrangements for safeguarding are effective. The childminder has a secure understanding of the local procedures to follow if she has concerns about a child's welfare. She understands her responsibility in guiding her assistant's practice when they work together.

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

The childminder has some knowledge and understanding of how to support children's learning and development. However, children make steady, rather than good progress. Ongoing observation and assessment are not used skilfully to match all activities to children's learning needs. Assessment systems are not always accurate enough to monitor children's progress precisely. The childminder does not focus activities consistently enough on what children need to learn next, in order to help them make the best possible progress they can. Where teaching is effective, the childminder interacts well with children. For example, the childminder repeats new words and phrases as children play, asking questions and listening carefully to their responses. Children learn to use their imaginations in role play situations, such as pretending to make a cup of tea. The childminder introduces early mathematical skills, such as counting.

### **Personal development, behaviour and welfare require improvement**

The childminder shares suitable information with parents about children's care routines. She finds out words and phrases in children's home language to support their early speaking skills. However, continuity for children's learning and development is not fully promoted. The childminder has not yet been successful in engaging all parents in finding out what children already know and can do when they first start or in finding ways to update parents about their child's current stage of learning throughout the placement. That said, children build positive relationships with the childminder and they behave well. The childminder provides a range of resources to help children learn during incidental play. Children's good health and safety is promoted effectively. They have regular opportunities for fresh air and exercise. Children learn how to keep safe as they travel to and from school and nursery. Children confidently let the childminder know if they need the toilet and learn to independently manage their hygiene.

### **Outcomes for children require improvement**

Children are gaining basic skills to support their future learning. However, due to the weaknesses in assessment and monitoring, they are not fully supported to make the best possible progress. Despite this, they are learning to follow instructions and how to play well together. Children, including those who speak English as an additional language are supported to develop their speaking and listening skills.

## Setting details

<b>Unique reference number</b>	EY417195
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1058448
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 June 2016
<b>Telephone number</b>	

The childminder was registered in 2010. She operates her provision all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

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