

Childminder Report

Inspection date

22 June 2017

Previous inspection date

18 February 2015

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 ensure that children have access to drinking water at all times, particularly in warmer weather.
- Observation, assessment and planning are not fully effective. The childminder is not very clear about what children learn, what they need to learn next and the progress they make, to ensure she provides consistently challenging activities that help them to make good progress from their starting points. She does not work as closely as she could with parents to ensure good outcomes for children.
- The childminder does not use self-evaluation well enough to improve the quality of teaching.
- The childminder does not make resources easily accessible to children so that they can make choices, extend their learning and follow their interests.

It has the following strengths

- The childminder offers a warm and welcoming environment with appropriate safety measures to reduce hazards to children. Children use the environment safely and begin to understand how to keep themselves safe.
- Children are confident. The childminder manages their behaviour well and teaches them to be careful and respect each other. The childminder helps children to consider changes in their future, such as when they go to school.
- The childminder informs parents about their children's daily activities and care routines.

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 fresh drinking water is available to children at all times	07/07/2017
■ monitor children's achievements from the start, to make accurate assessments of their progress and identify any gaps in their learning	03/08/2017
■ work effectively with parents to close gaps in children's learning quickly	03/08/2017
■ use the information from assessments to plan more effectively to provide challenging activities that help children to make good progress.	03/08/2017

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

- improve self-evaluation processes to focus on improving the quality of teaching and outcomes for children
- improve children's access to resources, to enable all children to learn and follow their interests indoors and outdoors.

Inspection activities

- The inspector observed children playing inside and outside, and looked at the toys, resources and space available for the children's use.
- The inspector observed the interactions between the childminder and children during play indoors and outdoors.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector sampled a range of documentation, including children's assessment records.
- The inspector had discussions with the assistant and parents.

Inspector

Phillippa Wallis

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder and her assistant have a good knowledge of safeguarding and know the procedures to follow should they have a concern about a child's welfare. However, the childminder does not ensure children can access drinking water at all times. The childminder does not use effective observation, planning and assessment arrangements to ensure she meets children's learning needs well and helps them to make good progress. The childminder does not identify the weaknesses in her practice or teaching to improve children's outcomes. The childminder supports her assistant appropriately and supervises her work. They share ideas and knowledge to help keep children safe and develop some of their activities.

Quality of teaching, learning and assessment requires improvement

Weaknesses to the observation, assessment and planning processes mean the childminder does not have an accurate knowledge of children's learning needs to ensure she provides consistently challenging activities that meet their next steps in learning. This means children do not have good enough opportunities to build on what they already know and engage in active learning opportunities when with the childminder. Although the childminder provides some information to parents about their children's learning and progress, she does not consistently set appropriate goals for children who need extra support, and she does not engage parents to work together to identify and close gaps in children's learning. The childminder interacts appropriately with children. She allows them the time to think about answers to questions. The childminder has a calm and gentle approach. She uses an interested and enquiring tone of voice during children's play.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment and has good arrangements to settle children so they are happy with her. For example, they seek cuddles when tired. Children play happily together in the outside area. They play imaginatively on 'a ship', and they play and develop stories. They have opportunities to develop their physical skills in the garden and on walks with the childminder to the local park and wildlife area. The childminder provides children with clear guidance to help them behave well. She makes sure children are safe and play with freedom and independence.

Outcomes for children require improvement

Children do not consistently have good opportunities to gain a broad range of skills through planned activities across all areas of learning. Although children talk happily to the childminder and learn about colours and numbers, activities generally do not provide the challenge they need to help prepare them well for their next stage of learning and moving on to school. Children do not make the progress they are capable of when with the childminder. Children enjoy playing imaginatively, and they understand expectations to get along with others.

Setting details

Unique reference number	EY438156
Local authority	Bristol City
Inspection number	1095196
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	18 February 2015
Telephone number	

The childminder registered in 2011 and lives in the Bishopsworth area of Bristol. The childminder has a level 3 qualification in childcare. She works with an assistant.

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