

Childminder Report

Inspection date

22 June 2017

Previous inspection date

25 February 2014

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 help children learn to understand age-appropriate rules and boundaries. Children's behaviour can be challenging and at times disrupt possible learning opportunities for other children.
- The childminder does not make good use of assessments to help establish accurate information about children's progress or to plan activities that build on what they need to learn next and challenge them further. Outcomes for children are not yet good.
- Although parent partnerships are developing, parents are not fully supported to contribute to their child's learning and development.
- The childminder does not have a focused plan for professional development to address the weaknesses in her practice and contribute to raising her overall practice to a good standard.

It has the following strengths

- Children have opportunities to increase their social friendships and experience different activities while visiting places within the community.
- The childminder provides children with healthy snacks and drinks. This is further supported by the meals that parents provide on a daily basis.
- Children benefit from having access to plenty of fresh air and opportunities for physical outdoor play. This helps children lead a healthy lifestyle.
- The childminder gathers information from parents about their child's care needs and routines. This helps new children settle into her care.

What the setting needs to do to improve further

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

	Due Date
■ ensure effective behaviour management strategies are in place to manage children's behaviour appropriately	22/07/2017
■ ensure that assessments are used effectively to establish accurate information about the progress children make	22/07/2017
■ ensure that planned activities build on what children need to learn next and offer them challenge.	22/07/2017

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

- increase partnerships with parents so that they are able to contribute fully to their child's learning and development
- focus professional development further on raising the overall quality of practice.

Inspection activities

- The inspector observed the childminder engaging with children during activities and assessed the impact this has on their learning. She also accompanied the childminder and children on a walk in the community.
- The inspector discussed and looked at a sample of children's assessment records and the systems for planning children's play experiences.
- The inspector viewed a variety of policies, including safeguarding procedures. She also checked evidence of the childminder's qualifications and the suitability of the childminder and other household members.
- The inspector discussed the childminder's professional development and her procedures for self-evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection and took account of written views from parents.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder completes a process of self-evaluation and has identified some areas that require improvement. However, she does not have a focused plan for professional development to strengthen overall practice. She has not addressed the weaknesses in her understanding of how to use assessments effectively to monitor the progress children make. The arrangements for safeguarding are effective. The childminder has a suitable understanding of how to safeguard children in her care. She knows signs that may indicate a child is at risk of harm and who to contact should she have any concerns.

Quality of teaching, learning and assessment requires improvement

The childminder is qualified. However, weaknesses identified contribute to children not making enough progress. The childminder does not always use assessments appropriately and does not have an accurate overview of children's current attainment. This means that any emerging gaps in children's learning are not always apparent at the earliest opportunity. Furthermore, she does not always provide the correct levels of challenge during activities based on what children need to learn next. The childminder does not gather development information from parents when their child first begins, to complement her assessment processes. In addition, parents are not always encouraged to share ongoing developmental information or given suggestions about how they can complement their child's learning at home. That said, the childminder provides some activities children are generally interested in and in the main her interactions are suitable.

Personal development, behaviour and welfare require improvement

The childminder, generally, uses some behavioural strategies she has learnt through training. However, she is not always consistent in her approach and at times gives mixed messages to children. For example, during snack time children consistently leave the table while still eating. The childminder explains the need to remain sitting down so as not to choke. However, children continue to leave and shortly after they are rewarded with praise and stickers for sitting nicely. This means children are not always receptive to the rules and boundaries set by the childminder. In addition, some children push behavioural boundaries and, therefore, at times learning opportunities for other children are disrupted.

Outcomes for children require improvement

Weaknesses identified in practice means children's outcomes are not yet good. Children are, generally, supported to learn some basic skills required for future learning. Younger children develop their physical skills as they begin to master learning to walk. Children are supported to develop their speaking and listening skills and they enjoy sharing stories. Children of all ages are confident individuals but are not fully supported to reach their full potential.

Setting details

Unique reference number	EY449020
Local authority	Lancashire
Inspection number	1087427
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	25 February 2014
Telephone number	

The childminder registered in 2012. She operates from 7.30am until 5.30pm, all year round apart from bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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