

Childminder Report

Inspection date

1 August 2017

Previous inspection date

15 January 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		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 share information consistently with parents and other settings children attend. She does not ensure that information about children's starting points is gathered on entry.
- Children are not fully supported in making as much progress as possible. The childminder does not use her observations and assessments of children precisely enough to spot any gaps in learning. She does not plan activities that consistently motivate them to learn.
- The childminder has not been proactive in addressing the recommendation from her last inspection. She does not consider fully how to help children develop an awareness of the similarities and differences between their lives and those of others to extend their social skills and understanding of the world.
- Self-evaluation is not robust enough to help the childminder identify all areas where improvement is needed. She does not seek the views of parents or children.

It has the following strengths

- The childminder makes effective use of risk assessments to help keep children safe.
- Children's communication skills are supported well. Older children are helped to learn the meaning of new words and babies are encouraged to use sounds and gestures.
- The childminder supports children's early literacy skills appropriately. Older children learn to write their names and recognise letters and their sounds.
- Children form close attachments with the childminder, who is attentive and nurturing.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve information sharing with parents when children first start and with other providers who share the care of the children, to support greater continuity in care and teaching 	01/09/2017
<ul style="list-style-type: none"> ■ improve the use of observations and assessments of children's progress to plan challenging learning opportunities that are more precisely matched to their individual stages of development to ensure all children make consistently good progress. 	01/09/2017

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

- provide more opportunities for children to learn about the similarities and differences between themselves and others in the community and wider world
- make effective use of self-evaluation, including the views of parents and children, to reflect accurately on the quality of teaching and learning, and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning
- The inspector spoke with the childminder and children at appropriate times during the inspection, and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe and understands the procedures to follow if she has any concerns about a child's welfare. The childminder shares some information with other providers involved in children's care, such as their general well-being. However, she does not exchange details about their learning, to ensure continuity. Although she provides some ideas to support children's development at home, she does not work closely with parents to determine children's starting points. This means she is not able to plan effectively to support their progress when they first start. The childminder carries out research to gain new ideas, such as developing water play for outdoors. However, she does not reflect accurately on the service she provides to identify all the weaknesses in practice. She does not consult with parents or children to identify improvements to ensure consistently good outcomes.

Quality of teaching, learning and assessment requires improvement

The childminder makes some observations of children's play and assesses their next steps in learning. However, these are not completed consistently for all children and are not precise enough to identify where older children can be challenged further. The childminder does not consider fully how to adapt her teaching to enrich the learning for children at different stages of development. She does not consistently help babies to become enthused about their play. Children benefit from opportunities to explore their creative ideas, such as decorating hands they have carefully drawn around and exploring the effects as they make footprints with paint.

Personal development, behaviour and welfare require improvement

Children's social interaction skills are supported and they behave well. They benefit from opportunities to make new friends at events in the local community. However, the childminder does not provide a broad enough range of opportunities, to help children learn about the different traditions, families and communities beyond their own experiences. Children benefit from regular opportunities to be physically active outdoors and are encouraged to make healthy food choices. They learn effective hygiene practices and how to keep themselves and others safe.

Outcomes for children require improvement

Inconsistencies in teaching and learning mean children are not always supported to make the best possible progress across all areas. Nevertheless, all children are gaining some of the skills they need to prepare them for the next stage in their learning and the move on to school. Older children develop their early mathematical skills. They recognise numbers and calculate small totals. Children become independent in managing their own needs. Babies learn to feed themselves and older children help with daily routines.

Setting details

Unique reference number	EY422397
Local authority	Wolverhampton
Inspection number	1094669
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 January 2015
Telephone number	

The childminder registered in 2011 and lives in Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a relevant early years qualification at level 3.

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