

Childminder Report

Inspection date

12 September 2017

Previous inspection date

20 October 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		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 regularly observe children's play and her assessment of their development is not always up to date and accurate. She does not use her assessments effectively to plan regular and precise next steps in learning for each child.
- Teaching is not fully effective. The childminder does not consistently provide children with sufficient challenge to extend their learning and help them to make consistently good progress.
- The childminder does not use self-evaluation well enough. She does not identify weaknesses in her practice and ways to improve the quality of teaching to help to improve outcomes for children.

It has the following strengths

- The childminder is caring and sensitive. She provides children with a safe and secure environment. Children form good bonds with her and are happy, well-settled and confident. They enjoy their time playing with the childminder.
- The childminder takes children to various playgroups within the local community. Children meet and interact with new people and effectively build their early social skills.
- The childminder shares information with parents about children's welfare and their daily activities. For example, she uses daily diaries and encourages two-way communication.
- The childminder encourages regular outdoor play. Children enjoy exploring physical resources and developing their physical skills. For example, they confidently climb up ladders and go down slides.

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 that observation and assessment are used to accurately assess children's development and to consistently plan precise next steps in their learning	26/10/2017
■ improve teaching to ensure children are suitably challenged to extend their learning and help them make consistently good progress.	26/10/2017

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

- improve self-evaluation to identify areas of weakness and consistently make ongoing improvements to raise children's outcomes.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector viewed a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and the childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision to bring about improvements.

Inspector
Ben Parsons

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder's approach to evaluating her service is not fully effective. She has not accurately reviewed her practice and does not effectively develop her skills to improve her quality of teaching. However, she does make some positive changes. For example, she has introduced new opportunities for children to plant and care for vegetables in the garden. The childminder reads childcare articles and builds helpful links with other local childminders to help her gain some ideas for new activities. For example, she researches activities that relate to the different seasons. Safeguarding is effective. The childminder keeps up to date with safeguarding matters and legislation. She knows what action to take should she have a concern about a child's welfare to keep them safe.

Quality of teaching, learning and assessment requires improvement

The childminder does not complete precise assessments of children's progress regularly enough to help maintain an up-to-date picture of their development in all areas. She does not consistently plan for the next steps in children's learning and does not consistently challenge them. For example, the childminder frequently answers the questions she asks children before they have a chance to think and develop their own ideas. The childminder has a general awareness of children's capabilities and, overall, provides some activities that broadly match their stages of development. For example, children enjoy listening to stories and acting along with puppets. The childminder encourages them to join in with the repeated phrases that they know. She models language effectively and supports children as they develop their communication skills.

Personal development, behaviour and welfare are good

The childminder's home is safe and welcoming. Children develop secure emotional attachments and learn to behave well. For example, they listen well to the childminder and follow her instructions. Children have daily opportunities to be active and move confidently between the house and garden. They go on regular walks into the local community and visit nearby parks. The childminder praises children's achievements consistently, which helps to boost their confidence and self-esteem. Children are kind, caring and considerate. For example, they play together happily and pass each other their water bottles, asking if they are thirsty.

Outcomes for children require improvement

Children do not make good enough progress because they are not sufficiently challenged in their learning to reach their full potential. They do not have consistent opportunities to solve problems. Despite this, they express themselves well, count toys as they play, and develop some of the skills they need to be ready for school. Children develop physical skills and enjoy drawing, which helps to prepare them for early writing. They begin to sound out the letters of their name with the childminder's support and recognise colours. Children enjoy imaginary play, such as when acting out scenarios with toy trains.

Setting details

Unique reference number	EY390326
Local authority	West Sussex
Inspection number	1071134
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	20 October 2014
Telephone number	

The childminder registered in 2009. The childminder has a childcare qualification at level 3 and provides care for children between 7.45am and 6pm Monday to Wednesday, all year round.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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