

Childminder Report

Inspection date

12 October 2017

Previous inspection date

12 May 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Since the last inspection, the childminder has taken steps to ensure that the welfare and safeguarding requirements are met. However, teaching and planning for children's future learning, with the involvement of parents, are not yet good.
- The quality of the childminder's teaching is variable. Furthermore, she is not successful in providing support, coaching and guidance to ensure that her assistant understands how to raise the quality of the teaching tasks that she undertakes.
- The childminder does not fully support children's learning about traditions, cultures and beliefs beyond their own experiences.

It has the following strengths

- The childminder supports very young children well as they begin to develop their speaking skills.
- The childminder addresses children's emotional security well. For example, she gets to know children during a gradual settling-in period that is agreed with parents.
- The childminder makes sure that records and policies and procedures required for the safe management of the provision, and to ensure that children's care needs are met, are well maintained and implemented.
- Parents share positive views about the childminder's provision. For example, they enjoy finding out about their children's achievements through the online system that the childminder operates.

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 information gained from parents and from observation and assessment of children's achievements is more consistently used to plan activities and develop support in order to help every child make good progress	15/12/2017
■ improve the overall quality of teaching and the monitoring of the assistant's teaching practice to ensure that children are consistently challenged to reach the next stage in their learning.	15/12/2017

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

- extend opportunities for children to learn about people, families, communities and traditions beyond their own experience.

Inspection activities

- The inspector observed activities while children played in the indoor and outdoor play areas. She discussed teaching methods with the childminder.
- The inspector spoke to the childminder, the assistant and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the childminder's and the assistant's training. She checked evidence of the suitability of adults who live or work in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder's home is safe and secure and children are always supervised. The childminder and her assistant are aware of the local child protection referral procedures to follow if they are concerned about a child. They keep their knowledge about child protection and first aid up to date. The childminder has taken some steps to review her provision in order to improve since the last inspection. For example, she values the advice that a local authority representative has provided. The childminder attends local meetings where early years workers share good practice ideas. Although the childminder is well qualified, she does not ensure that her own practice and that of her assistant fully meet the learning and development and assessment requirements.

Quality of teaching, learning and assessment requires improvement

The childminder does not consistently use her observations and assessment to plan and provide challenging activities to help children reach the next steps in their learning. She shares detail with parents about children's achievements, but does not plan in accordance with parents' information about their child's learning at home. The quality of teaching is not continually strong enough to ensure that children make as much progress as they can. At times, expectations of children do not match their stage of development. The childminder has not developed effective strategies for helping her assistant to develop the necessary skills to support children's individual learning needs. Never the less, the childminder interprets the needs of babies effectively as they communicate through gestures and the sounds of their voices and she supports babies' sensory exploration.

Personal development, behaviour and welfare require improvement

The childminder promotes children's health needs appropriately. For example, children are physically active in the outdoor play area each day and they access suitable large equipment that helps them to gain physical skills. Parents provide healthy food. The childminder identifies a positive approach to managing children's behaviour in order to help foster their self-esteem. Children have access to some resources that reflect a positive image of diversity. However, the childminder does not fully support their understanding of people and communities beyond their own or help them to recognise people's similarities and differences.

Outcomes for children require improvement

Children gain basic skills to prepare them for learning in pre-school and school. However, they are not making as much progress as they can due to variable teaching and inconsistent planning for their future learning. Children learn safety rules, such as how to cross roads safely. They independently select resources for themselves from low-level storage. They play with a variety of toys that helps them to develop their handling skills.

Setting details

Unique reference number	EY460191
Local authority	Warwickshire
Inspection number	1099473
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	12
Number of children on roll	20
Name of registered person	
Date of previous inspection	12 May 2017
Telephone number	

The childminder registered in 2013. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She works with an assistant.

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