

# Childminder Report

**Inspection date**

9 November 2017

Previous inspection date

2 December 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires Improvement	3
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 have a secure enough understanding of the learning and development requirements. Teaching is not always strong enough to ensure children make consistently good progress from their starting points.
- The childminder does not always assess children's development precisely enough to identify their next steps in learning. Activities she plans are not always sufficiently focused to continually build on what children already know and can do.
- Partnerships with staff at other settings children attend have not been fully established. Children do not always benefit from consistency in their care and learning.

### **It has the following strengths**

- The childminder is kind and friendly. She helps children to build warm, caring relationships with her. Children are happy and settled in the childminder's home.
- Younger children's speaking skills are promoted effectively. For example, the childminder models new words and language which supports children's developing vocabularies.
- Positive relationships have been formed with parents. The childminder keeps them well informed about their child's day. Parents are happy with the service provided.

## 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"> <li>improve knowledge and understanding of the early years foundation stage and focus professional development more rigorously on improving the quality of teaching to raise outcomes for children</li> </ul>	22/12/2017
<ul style="list-style-type: none"> <li>make more accurate assessments of children's learning and use this information to plan and target appropriate activities to enable children to make at least good progress.</li> </ul>	22/12/2017

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

- strengthen the arrangements for sharing information with other settings that children attend in order to more effectively support children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and checked the suitability of the childminder and members of the home.
- The inspector took account of parents' written comments and views.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder is well qualified and completes all mandatory training. She has completed some self-evaluation and has identified priorities for improvement. However, the overall quality of the provision has not improved since the previous inspection. The childminder has not done enough to address the weaknesses found through her evaluation to ensure her practice continually develops. She has not focused her professional development on gaining a deeper understanding of the requirements and raising the quality of her teaching further. Safeguarding is effective. The childminder has a clear understanding of safeguarding issues. She has a secure understanding of what to do if she has any concerns about a child's safety or welfare.

### Quality of teaching, learning and assessment requires improvement

Although the childminder has a general understanding of children's abilities, the assessment procedures are not precise enough. As a result, planning is not sufficiently focused on what children need to learn next. The quality of the childminder's teaching is variable. At times, she is a little over directive, particularly during creative activities. For example, during a finger painting activity, she moves children's hands around the paint and does not always allow children to fully explore their own creative play choices. Consequently, children do not always make the progress of which they are capable. At other times, the childminder promotes children's learning well. She encourages children to look at letters in the environment to help enhance their literacy skills.

### Personal development, behaviour and welfare require improvement

The childminder does not work closely with staff at other settings children attend. Children do not always receive a consistent approach to support their care and learning. Activities outside the childminder's home help to support children's understanding of diversity and the wider community. For example, the childminder takes children on regular visits to local playgroups and soft-play centres. Children form strong bonds with the childminder and behave well. They willingly help the childminder, for example, to tidy resources away, and they follow instructions well. The childminder promotes children's good health. She ensures parents provide children with healthy food which meets their individual needs. Children benefit from daily fresh air and physical exercise as they play in the childminder's garden or go for walks in the local area.

### Outcomes for children require improvement

Planning and teaching are not focused enough on children's individual abilities or current learning needs to ensure that every child makes the progress of which they are capable. However, children are generally gaining the skills needed to prepare them for the next stage in their education, including the move on to school. Children are eager to play and learn. Early literacy and mathematical skills are emerging. Younger children are developing confidence in speaking. They learn new words quickly and are beginning to say simple sentences.

## Setting details

<b>Unique reference number</b>	268314
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1107513
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 December 2016
<b>Telephone number</b>	

The childminder registered in 2001. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. Funded early education is provided for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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