

# Childminder Report

## Inspection date

27 November 2017

Previous inspection date

9 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 plan children's play experiences and activities that support them to make the best possible progress. Activities lack challenge and are not based on what children need to learn next. Overall outcomes are not good enough.
- The assessments that the childminder completes do not give a true representation of the actual progress children make.
- The childminder generally supports children's emerging speaking skills. However, occasionally she does not model the correct pronunciation of words.
- The childminder does not complete an effective process of self-evaluation to identify weaknesses in practice and areas for development.
- The childminder has not given high priority to her professional development to improve her teaching skills and children's outcomes.

### It has the following strengths

- The childminder has built very strong partnerships with parents. She regularly shares information with them and offers additional services that are unique to meet the needs of each family as a whole.
- The childminder and children have very strong attachments. Children respond positively to her and she is attentive towards them. She knows their care routines well. This helps to support children's welfare and emotional well-being.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that planned play experiences and activities build on what children need to learn next and offer them challenge</li> </ul>	21/12/2017
<ul style="list-style-type: none"> <li>■ ensure that assessments are used effectively to establish accurate information about the progress children make.</li> </ul>	21/12/2017

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

- model the correct pronunciation of words to help promote children's speaking skills further
- improve the process of self-evaluation to clearly identify any areas for improvement and future targets and help develop practice to a good level
- develop opportunities for a focused programme of professional development to improve teaching skills and outcomes for children.

### Inspection activities

- The inspector observed the childminder engaging with children during activities and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences and activities.
- The inspector viewed a range of policies, including procedures to safeguard children, and checked evidence of the childminder's qualifications and the suitability of household members. They discussed the childminder's self-evaluation and the training she had undertaken since the last inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection and took account of the views of parents.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder has not maintained her professional development to help sustain her practice and teaching skills to a good level. This had led to some weaknesses developing in how effectively she supports children to reach their full potential. Self-evaluation is not used effectively to identify weaknesses in practice and areas for development. The arrangements for safeguarding are effective. The childminder has a clear understanding of child protection procedures and knows how to refer concerns to the appropriate authorities. She implements effective safety and security procedures and children are protected from harm.

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

The childminder is well qualified and, on the whole, uses some of the skills she has learned. The childminder carries out observations of children at play and uses the information she gathers to assess children's progress. However, these do not give a true and accurate representation of children's attainment. This means that the childminder is unable to highlight if any emerging gaps are developing in children's learning at the earliest opportunity. The childminder encourages children to self-select toys and resources. However, while her interactions are suitable, children receive few opportunities to be challenged. Furthermore, the planned activities children take part in do not support what they need to learn next. The childminder also does not always help children learn to pronounce words correctly. That said, children do learn mathematical concepts, such as colour and number, and they play with the peg boards.

### Personal development, behaviour and welfare are good

The childminder is a positive role model and offers children praise and encouragement when they demonstrate their self-help skills. For example, children are confident to attend to their snacks and drinks and clear away once finished. Children are polite and remember to use their manners without the need of prompts. The childminder sets clear expectations for children's behaviour. She encourages them to be kind to each other and play cooperatively. Children's behaviour is good. The childminder often meets with other childminders and their minded children on an array of outdoor adventures. They enjoy attending clubs and going on walks, jumping and splashing in muddy puddles. This helps to support children's social and physical skills. The childminder works with parents to establish healthy packed lunches. This helps children lead healthy lifestyles.

### Outcomes for children require improvement

Weaknesses identified in practice mean children do not make enough progress. Children are generally supported to learn some basic skills required for future learning. They are confident individuals who are generally occupied while in the childminder's home. Children develop their listening skills as they enjoy sharing stories. They have weekly opportunities to learn how to swim.

## Setting details

<b>Unique reference number</b>	EY389423
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1102171
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 January 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Oswaldtwistle. She operates all year round, except for bank holidays and family holidays, from 7am to 6pm, Monday to Friday. The childminder also offers overnight care as and when required. She holds an early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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