

Childminder Report

Inspection date

9 February 2018

Previous inspection date

11 November 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		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 complete the required progress check for children between the ages of two and three years. Although she identifies gaps in learning, she does not have precise plans to target children's learning and development well enough. The childminder does not work closely with parents and other professionals to close gaps in children's development and progress quickly enough.
- The childminder does not consistently support children's individual development. This means that not all children make good progress, appropriate to their age and stage of development; for example, in their language, self-care and independence skills.
- Although the playroom is equipped with a range of toys and resources, they are of similar design and texture, which limits children's sensory play experiences. Toddlers show some interest; however, the childminder does not engage them consistently well.
- Although the childminder reflects on children's progress and identifies some positive aspects of her provision, self-evaluation is not robust enough to ensure she meets requirements and improves outcomes for children.

It has the following strengths

- Children settle well and have warm relationships with the childminder. They feel secure in her care, which supports their sense of well-being.
- Children become familiar with school, as they take other children to and from school with the childminder. They develop confidence, as they understand where they will be moving on to in their education.

What the setting needs to do to improve further

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

	Due Date
■ provide a written progress check for children when they are aged between two and three years that reviews children's progress, identifying their strengths and any areas where progress is less than expected, and share this with parents and other professionals, to ensure additional support is obtained and gaps in learning and development close promptly	09/03/2018
■ improve observation, assessment and planning to provide children with targeted plans and challenging activities that focus on their next steps in learning to help them make good progress	09/03/2018
■ improve support to develop children's self-care and independence skills so they reach expected milestones as soon as they are capable.	09/03/2018

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

- increase the range of sensory play resources and activities for children to explore, to promote curiosity and encourage more interest
- improve the self-evaluation procedure to check compliance with all requirements, and to support good practice and improve the outcomes for children.

Inspection activities

- The inspector observed the childminder and children in their activities.
- The inspector held discussions with the childminder and spoke to the children.
- The inspector read feedback from parents and the childminder's self-evaluation information.
- The inspector sampled children's development records.
- The inspector viewed the safety of the premises.

Inspector
Julie Wright

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a secure knowledge of the procedures to safeguard children's welfare. She supervises her assistant and ensures they understand child protection issues. The childminder has completed some training, for example, to protect children's health. The childminder looks for different places to take children, to provide new experiences. The childminder had addressed the recommendations from the last inspection appropriately. For example, she has increased support for children's early writing skills. The childminder has enabled parents to contribute to their children's development record. However, the lack of progress reports for two-year-old children, and weak planning and assessment, means the childminder does not provide sufficient information to encourage partnership working, to target gaps in learning promptly, to support children's good developmental progress.

Quality of teaching, learning and assessment requires improvement

The childminder interacts with the children in play, encouraging them to match numbers to pictures and to count, for example. Toddlers listen to the childminder and repeat sounds, which supports some aspects of their language development. For example, they look at picture books briefly with the childminder and copy animal noises. However, the childminder does not provide targeted activities that focus on helping children make better progress in their communication and language skills to close gaps. Older children select jigsaw puzzles to play with and the childminder encourages them to fit the pieces. Toddlers potter around and look at things, watching what the older children are doing. Although the childminder knows where the gaps are in children's learning and development, she does not plan effectively to provide focused activities and support that build on children's interest, to increase curiosity and to help them make good progress.

Personal development, behaviour and welfare require improvement

The childminder encourages children to take turns in games, which supports them to play together. Children learn positive behaviour, to keep them safe. For example, they learn how to behave around dogs. Children benefit from physical play outdoors. At times, the childminder does not consistently support children's health and self-care. For example, she does not always remind children to wash their hands before eating.

Outcomes for children require improvement

Children make some progress from their developmental starting points, although at varying rates. They develop some of the skills they need for school. For example, older children show interest in books and learn to complete activities, such as a pop-up game. However, not all children receive the support they need to make good progress, and some fall behind, especially in their language, self-care and personal independence skills.

Setting details

Unique reference number	EY236110
Local authority	Torbay
Inspection number	1070471
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 November 2014
Telephone number	

The childminder registered in 2002 and lives in Paignton, Devon. Care is available Monday to Friday from 7.30am until 6pm all year round, except for the childminder's holidays. The childminder receives early education funding to provide free places for children aged two, three and four years. She has a childcare qualification at level 4. The childminder employs her daughter as an assistant to support her with children's activities.

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