

Childminder Report

Inspection date

2 May 2018

Previous inspection date

29 July 2015

| 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:

- Although the childminder has procedures in place for the administration of medication and recording of accidents, she does not always follow these effectively.
- The childminder observes children in their play, but does not always monitor and assess their abilities accurately to help her plan challenging activities that build on what they already know and can do.
- The playroom contains a lot of resources and furniture, which, at times, restricts children's ability to move freely and develop their play ideas.
- The childminder misses opportunities to encourage the older children to practise their early writing, to help them develop skills to support them when they start school.

It has the following strengths

- Children form close relationships with the childminder, who is warm and caring in her approach. Children are happy and feel emotionally secure in her care.
- Children enjoy daily opportunities to develop their physical skills and benefit from fresh air, such as at local parks and in the childminder's garden.
- The childminder has addressed the recommendations from the last inspection. She now encourages children more to think about their own safety and talks to them about the similarities and differences in their lives.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure written permission is obtained for each particular medicine, and records for the administration of medication and accidents are completed in full and readily available for inspection | 18/05/2018 |
| <ul style="list-style-type: none"> ■ improve the accuracy of assessments of children's progress and provide all children with appropriate challenges through well-planned activities based on what they need to learn next, to help them make good progress in all areas of learning. | 02/07/2018 |

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

- review the organisation of resources and space so that children can move around and more freely develop their play ideas
- provide older children with more opportunities to practise their early writing skills in preparation for starting school.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including the childminder's policies and children's learning records.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

Inspector

Michelle Heimsoth

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a suitable knowledge and understanding of her responsibility to keep children safe. She is aware of child protection issues and is clear about the reporting procedure to follow if she has a concern about a child's welfare. However, the childminder does not maintain fully completed records of accidents and does not obtain permission to administer each particular medicine. Not all records are available for inspection, as required. The childminder keeps her professional development up to date. For example, after completing a course about behaviour management, the childminder has developed strategies to manage children's behaviour more effectively. The childminder completes some self-evaluation to monitor the quality of her provision. However, this is not fully effective to ensure that she successfully identifies the weaknesses in her assessments of children's learning and the quality of her planning. The childminder has established suitable partnerships with parents. For example, she shares information to help them support their children's learning at home. The childminder knows how to support her assistant so that he understands his role and responsibilities.

Quality of teaching, learning and assessment requires improvement

The childminder observes the children as they play, however, she does not make accurate enough assessments of what children can do. Some activities lack focus and the childminder does not always target activities at a level that helps the youngest children to make the best possible progress. For example, young children lose interest as the childminder sounds out the letters of the alphabet when looking at picture cards. Overall, she provides a suitable range of activities and experiences, which children enjoy. However, the playroom contains a lot of furniture and, occasionally, the floor becomes cluttered with resources, which restricts the children's ability to develop their play ideas fully. The childminder supports children's communication and language. For example, she repeats words and names the animals as children play with animal figures.

Personal development, behaviour and welfare require improvement

Children are generally confident and have a good self-esteem. The childminder gives them praise and encouragement for their achievements and they happily cuddle into her when tired. This supports their emotional well-being effectively. However, the procedures to support children's health are not as robust as they could be to protect their well-being fully.

Outcomes for children require improvement

Children are relaxed and enjoy their time with the childminder. They develop some basic skills to help them prepare for the next stage in their learning. However, the childminder misses opportunities to support older children's literacy skills and practise their writing. Children do not make as much progress as possible because some activities lack challenge and the quality of the childminder's assessments of children's learning are not accurate.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY279910 |
| Local authority | Somerset |
| Inspection number | 1128976 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 6 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 29 July 2015 |
| Telephone number | |

The childminder registered in 2004. She lives in Wincanton, Somerset. The childminder holds a childcare qualification at level 3. She is in receipt of funding to provide early education for children aged three and four years. The childminder's husband is registered as an assistant and works with her when required.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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