

Childminder Report

Inspection date

9 May 2018

Previous inspection date

20 June 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 consistently use the information she gains from assessing children's learning to plan challenging activities that support their progress to the next stage in their development.
- The choice of activities does not inspire children and the childminder does not support children in exploring, investigating and finding things out for themselves.
- The childminder does not consistently give children enough time to put their thoughts into words when she talks with them and asks them questions.
- The childminder does not make the most of opportunities to support children's emerging mathematical development with regard to counting and comparing quantities.

It has the following strengths

- The childminder is aware of the signs of abuse and neglect, and her responsibilities to protect children from harm. She keeps her knowledge of the local referral procedures up to date through online research. The childminder is aware of the duty to prevent children from being drawn into situations that may put them at risk.
- The childminder addresses children's emotional security well. The relationships between the childminder and children are good.
- Children gain an awareness of people, families and communities beyond their own. They meet people from different backgrounds while on trips, for example, to the market and the library.

What the setting needs to do to improve further

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

	Due Date
■ use information gained from assessments of children's learning effectively to plan challenging activities, to help all children make the best possible progress	30/06/2018
■ provide opportunities for children to explore and investigate to help them develop their own ideas and find things out for themselves.	30/06/2018

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

- extend the choice of activities to help ignite children's natural curiosity
- give children more time to put their own thoughts into words while talking with them and asking them questions
- make the most of opportunities to support young children in counting and comparing quantities.

Inspection activities

- The inspector observed activities while children played in the indoor play area. She discussed teaching methods with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the childminder's training. She checked evidence of the suitability of adults who live 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.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder meets children's welfare needs appropriately; however, she is not fully meeting the learning and development requirements. The childminder's home is secure and she identifies and minimises potential safety risks to children. For example, the childminder does not use her garden because she assesses it as not safe enough for children. She keeps her knowledge about child protection and first aid up to date. As part of her procedures for reviewing her practice and keeping up to date with early years issues, the childminder accesses information online and seeks support from representatives of the local authority.

Quality of teaching, learning and assessment requires improvement

The childminder does not make good enough use of the information gained from observing and assessing children to provide activities that challenge them effectively to reach the next stage in their learning. She does not consistently provide activities that inspire children or encourage them to explore or investigate. Teaching is variable. Even so, children are happy and settled in the childminder's care. While talking with children she uses open-ended questions to help promote their speaking skills. However, at times she offers answers to the questions before children have had time to think and respond. The childminder invites children to join her as she opens a packet containing coloured sticks of modelling clay. As the children pick up the clay she tells them, 'it might be hard', but the childminder does not support the children in practising their handling skills to soften the clay. Children show little interest. They have fun hiding mini-beasts in sand. The childminder challenges children to give her a given number of pieces of toy fruit. However, she does not adopt an alternative teaching strategy when her expectations do not match children's abilities.

Personal development, behaviour and welfare require improvement

The childminder provides a welcoming environment; however, the available activities do not keep children interested and inspire their natural curiosity. The childminder does not use her garden, but says that she takes children out every day on outings that include play parks, where they practise climbing skills. The childminder identifies that a positive approach to managing children's behaviour helps to foster their self-confidence. She praises children when they share and take turns. Children gain an understanding of dangers and how to keep themselves safe. For example, they learn how to climb the stairs safely and while walking outdoors they learn how to cross roads safely.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for their eventual move on to pre-school and school. However, they do not make good enough progress as teaching and activity planning for learning require improvement. Children independently choose toys and books from some toy boxes that are easily accessible to them. They are limited in opportunities to independently have a go and investigate different textures and materials.

Setting details

Unique reference number	EY484030
Local authority	Coventry
Inspection number	1110388
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	20 June 2017
Telephone number	

The childminder registered in 2015 and lives in Coventry. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays.

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