

# Childminder Report

**Inspection date**

7 June 2018

Previous inspection date

28 October 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		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 gather sufficient information from parents about children's development and interests when they first start.
- The childminder does not use observations and assessments of children's development to plan the next steps in their learning effectively. Planning and monitoring are not sufficiently focused to ensure that all children are suitably challenged to make the progress they should.
- At times, the childminder does not provide younger children with clear guidance to help them to learn to manage their feelings and behaviour well.
- The childminder does not develop effective partnerships with other settings that children attend to exchange information about their care and learning. She does not review her practice effectively.

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

- Children form close attachments with the childminder and enjoy being in her care. She responds to their needs and helps them to enjoy their play.
- The childminder provides children with a range of resources and experiences that help them to learn about communities beyond their immediate experience. Children play with toys that reflect people from different cultures and learn about different celebrations.
- Children benefit from opportunities to develop their literacy skills. They enjoy reading books and talking about the illustrations.

## What the setting needs to do to improve further

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

	Due Date
■ develop partnerships with parents to identify what children already know and can do on entry	07/07/2018
■ develop the use of observations and assessments of children's progress to plan learning opportunities more precisely and ensure that this is monitored closely to help children to achieve a good level of progress.	07/07/2018

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

- improve partnership working with other settings that children attend to support continuity in their learning and care
- make sure children are consistently given clear instructions to help them understand what is expected of them
- complete effective self-evaluation that identifies areas for development and improves outcomes for children.

## Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

## Inspector

Anne Clift

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder works closely with her local authority to keep up to date with changes. However, she does not monitor closely enough all areas of her practice to ensure that all weaknesses are identified and addressed. Partnerships with parents and other providers are not fully developed. The childminder does not gather sufficient information from parents about their child's interests and achievements when they start. She does not share all necessary information about children's learning and development with other settings that children attend. This means that children do not benefit from continuity in their learning experiences. Safeguarding is effective. The childminder is aware of the signs and symptoms that would cause her concern about a child's welfare and understands the local safeguarding reporting procedures.

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

The quality of teaching and level of challenge presented in some adult-led activities is not consistent across all age groups. The childminder provides activities that engage babies well, however, she does not target teaching as well as possible to ensure that all activities offer older children suitable challenge. The childminder does not use information gained from observations and assessments to successfully plan individual learning experiences. This means that she does not focus activities consistently enough on what children need to learn next to help them make the progress they should. The childminder helps babies to develop their understanding of the world. They enjoy exploring the sounds made as they shake, squeeze and bang together resources.

### **Personal development, behaviour and welfare require improvement**

Older children are aware of the childminder's expectations for their behaviour. However, the childminder does not always effectively support younger children to learn to share, take turns and treat others with kindness. Children's good health and safety is promoted effectively. Children have regular opportunities for fresh air and exercise and enjoy healthy snacks and meals. They learn about good hygiene. The childminder makes careful risk assessments to minimise hazards in her home. Babies are supported to practise their physical skills and enjoy rolling, throwing and kicking balls.

### **Outcomes for children require improvement**

Due to the weaknesses in partnerships, assessment and monitoring, children are not fully supported to make the progress they should. Despite this, they sustain their concentration on activities that interest them, such as pretending to cook with dried pasta. Children develop their mathematical understanding. They learn to count and compare objects. They gain independence and a sense of achievement when they succeed in a task. Children gain basic skills to support their future learning.

## Setting details

<b>Unique reference number</b>	EY387770
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1104904
<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>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 October 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in the West Midlands. She operates all year round from 6.30am to 7pm, Monday to Friday, except family holidays. The childminder holds an appropriate early years qualification at level 3.

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