

Childminder Report

Inspection date

12 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 provide enough coaching and guidance to ensure that her assistants fully understand how to support children so that every child makes the best possible progress.
- The childminder observes and assesses children's progress. However, she does not share enough information with her assistants to ensure that they know how to help every child make as much progress as they can.
- The childminder does not ensure that young children's emerging speaking skills are fully supported by all carers.
- The childminder does not fully consider ways to extend children's learning about traditions, cultures and beliefs beyond their own experiences.

It has the following strengths

- The childminder gives children's personal, social and emotional development a high priority. The relationships between the children and all carers are very good.
- The childminder promotes children's good health effectively. She provides nutritious meals and snacks, and children are physically active in the garden throughout the year.
- The partnerships with parents are strong. Parents say that communication, verbal and written, is good. They appreciate the variety of activities that their children experience and say that the childminder offers good advice and support when requested.
- The childminder offers good support as children learn to manage tasks for themselves.

What the setting needs to do to improve further

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

	Due Date
■ ensure that guidance and coaching for assistants are improved so that teaching is consistently effective and all children are challenged to reach the next stage in their learning	31/07/2018
■ ensure that information gained from observation and assessment of children's achievements is used effectively by all carers in order to ensure that activities and support help every child to make as much progress as they can.	31/07/2018

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

- improve support for young children as they progress from exploring the sounds of their voices to developing speaking skills
- build on opportunities for children to learn about people, families, communities and traditions beyond their own experience.

Inspection activities

- The inspector observed activities while children played in the indoor and outdoor play areas. She discussed teaching methods with the childminder.
- The inspector spoke to the childminder, the assistants 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 or work 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.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder uses her knowledge well to promote children's learning while she supports their play. However, she does not ensure that her assistants' practice fully meets the learning and development requirements. Arrangements for safeguarding are effective. The childminder's home is safe and secure. She ensures that her assistants are aware of the signs of abuse and neglect and know the local child protection procedures to follow if they are concerned about a child. The childminder keeps her first-aid and safeguarding knowledge up to date. Her assistants are currently completing paediatric first-aid training so that they can care for children unsupervised for short periods when necessary. The childminder keeps up to date with early years issues, for example, through online research and membership of an association for early years workers.

Quality of teaching, learning and assessment requires improvement

The childminder does not share enough information with her assistants and guide their practice to ensure that all children consistently make the best possible progress in accordance with what they already know and can do. That said, all children are happy and settled in the care of the childminder and her assistants. The childminder promotes learning well while she supports older children's play. She encourages children's interest in books. They listen intently when the childminder reads to them, and she supports their thinking skills effectively while they discuss a story. However, the childminder does not ensure that younger children's communication and language development is fully supported while they play. Older children are creative with dough, but the assistants do not make the most of opportunities to support young children's sensory exploration.

Personal development, behaviour and welfare are good

In spite of some weaknesses in teaching, the childminder and her assistants promote children's personal, social and emotional development well. Children are prepared well emotionally and socially for moving on to school. For example, they meet with different adults and children at groups. These children are from different backgrounds, and in the childminder's setting children have access to resources that reflect diversity. However, they do not gain a full understanding of similarities and differences between themselves and others. The childminder promotes children's health needs well. Older children practise their good handling skills while they help to prepare meals. They learn about good personal hygiene. The childminder and her assistants adopt a positive approach to managing children's behaviour, helping to foster children's self-esteem.

Outcomes for children require improvement

Children gain the necessary skills to prepare them for learning in school. However, they are not all making as much progress as they can due to variable teaching. Older children are aware that print carries meaning and they are learning the link between letters and sounds. They count, use their fingers to represent quantities and spontaneously use mathematical language while they play.

Setting details

Unique reference number	EY498350
Local authority	Coventry
Inspection number	1054857
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Coventry. She holds an early years qualification at level 3. The childminder operates all year round, Monday to Friday from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder works with two assistants.

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