

Childminder report

Inspection date	12 November 2018
Previous inspection date	3 July 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- The childminder does not use assessment effectively to track children's achievements clearly enough, to distinguish what progress has been made, to recognise any gaps in their learning or to accurately identify their next steps.
- The childminder does not always make the best use of planned activities to incorporate what she knows about children's individual learning and interests to adapt her support to help them make the best possible progress.
- The childminder does not support children's communication and language skills consistently well.
- The childminder does not reflect carefully enough on the quality of education provided.

It has the following strengths

- The childminder provides a wide range of resources and equipment that stimulates children's imaginations.
- Children's safety and well-being are promoted. The childminder successfully uses a range of documents, policies and procedures to support her safeguarding practice.
- The childminder and her assistant are caring and positive with the children. They are attentive to their care needs and offer them affection and support when they need it. This contributes towards children developing good self-esteem and emotional security.

What the setting needs to do to improve further

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

	Due date
make effective use of assessment to track children's progress, to recognise and close any gaps in their learning and to accurately identify their next steps	30/11/2018
sharpen the focus of planned activities to consistently incorporate children's individual learning and interests to promote their good progress	30/11/2018
provide better support for children to develop their communication and language skills.	30/11/2018

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

- reflect carefully on the quality of education to address all weaknesses and take effective action to achieve and maintain good standards.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Tina Garner

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not reflect carefully enough on the quality of teaching, to clearly identify the weaknesses and put effective plans in place to fully address them. Nonetheless, the childminder conducts research and accesses training to keep some of her knowledge up to date. Most actions from the previous inspection have been appropriately addressed. The childminder and her assistant have a suitable knowledge of the 'Prevent' duty guidance and are clear about the procedures to follow in the event of an allegation being made. Safeguarding is effective. The childminder provides a safe environment for children. She and her assistant know how to report concerns to protect children's physical and emotional well-being. The childminder provides appropriate support for her assistant to further his professional development.

Quality of teaching, learning and assessment requires improvement

The childminder observes children while they play and links her observations to the areas of learning. However, she does not use the information well enough to assess or monitor the progress children are making, to ensure gaps in their learning are accurately identified. Activities are not consistently planned to match children's individual learning needs and interests to provide a good level of challenge. The childminder does not recognise when to adapt children's play to enhance their learning and activities occasionally become repetitive. Although the childminder talks to children as they play, she focuses too much on teaching children colours, shapes and counting rather than helping them to build on their early language skills. Nonetheless, children enjoy using their imagination as they play with role-play equipment and pretend to make burgers and sandwiches. The childminder supports children's creativity. Children explore play dough and enjoy joining in actions to familiar songs and rhymes.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching and assessment mean children do not engage deeply enough in their learning. Nevertheless, children's physical well-being is promoted. The childminder ensures children adopt good hygiene routines. They are provided with a wealth of nutritional meals and snacks. Children's confidence and self-esteem is good. The childminder praises children on their good behaviour and calmly and swiftly manages any minor disputes. Toys and resources are accessible for children, which helps them to be independent. The childminder maintains a regular flow of information with parents about children's daily activities and routines.

Outcomes for children require improvement

Children do not make good enough progress. Some children are working below the typical range of development for their age, particularly in their speaking, understanding and listening skills. Children with English as an additional language do not always benefit from enough targeted support to help them continually progress well. Nonetheless, children are beginning to acquire some of the basic skills needed for their future learning. Children are confident and independent. They explore their environment and start to manage their own care needs. Children listen well to instructions and follow the routines of the setting.

Setting details

Unique reference number	EY500555
Local authority	Nottingham
Inspection number	10080249
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	3 July 2018

The childminder registered in 2016. She operates all year round from 7.30am until 6pm, Monday to Saturday, except for family holidays. The childminder work with an assistant.

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