

Childminder report

Inspection date	5 November 2018
Previous inspection date	18 August 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 provides limited targeted experiences to support children's development in all the areas of learning, in particular physical development and expressive arts and design.
- The childminder does not use her assessment of children's development well enough. She does not consistently make sufficient use of the information gathered to provide interesting and challenging activities at a level children can understand and learn from. As a result, not all children make the best progress possible.

It has the following strengths

- The childminder develops positive relationships with children. She gives them regular praise and encouragement. This helps to promote children's self-esteem and helps them settle quickly and feel secure.
- The childminder talks to parents about children's well-being to help her meet their care needs appropriately. Parents speak positively about the support they receive from the childminder.

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
improve teaching by planning and providing a broad range of activities which cover all areas of learning	07/01/2019
improve the assessment of children's development to gather information about what children can do and know. Review and use the information to plan educational activities that are targeted to children's individual stages of development.	07/01/2019

Inspection activities

- The inspector spoke to the childminder at convenient times and discussed the impact of teaching on children's learning and development.
- The inspector took account of parents' views.
- The inspector read a sample of documentation, including the children's development records and the safeguarding policy.
- The inspector observed children's play indoors.

Inspector

Linda Williamson

Inspection findings

Effectiveness of leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder has recently completed training to update her understanding of child protection procedures. She knows what to do if she has any concerns about the welfare of a child in her care. This helps to keep children safe. The childminder completes some risk assessments of her home. For example, she has identified that children should not use her garden as there are hazards and risks. The childminder takes children out most days for short walks to provide fresh air and exercise. The childminder responds well to advice given by other professional bodies. For example, she has made improvements to her policies and procedures, which help to provide guidance and information to parents and carers about her practice. However, the childminder does not evaluate her practice effectively. For example, she has not identified that teaching is not consistent across all the areas of learning.

Quality of teaching, learning and assessment requires improvement

Generally, the childminder supports children's communication and language skills well. For example, children are excited to watch the road cleaning machine sweep up the leaves. The childminder explains what the machine is doing and why. She tells the children the rain makes leaves slippery and they will not 'crunch' when trod on. The childminder carries out some observations and assessments of children's progress and captures information from parents about children's interests and what they can do. However, she does not clearly identify children's next steps, or any emerging gaps in their development, and how she can support children's learning in these areas. This means that, although children enjoy the activities, many are not sufficiently challenging. For example, the childminder does not use the opportunity to encourage children to count, recognise colours and solve problems as they make a train track together.

Personal development, behaviour and welfare require improvement

Children's behaviour is good. They share resources and take turns in their play. The childminder helps children to develop early social and emotional skills. For example, they offer a hug to their friend to 'say sorry' after accidentally bumping into each other. However, there are few opportunities for children to develop their independence. Their choice of play resources is limited to a small range, pre-selected by the childminder. They are unable to select other resources when they lose interest.

Outcomes for children require improvement

Generally, children are developing and achieving some skills for their next stage in learning and eventual move to school. They help to tidy away toys and follow instructions well. Children show a curiosity in how things work. For example, they turn, slide and press parts of toys to make different sounds, understanding that their movements cause an effect.

Setting details

Unique reference number	EY331390
Local authority	Plymouth
Inspection number	10082428
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 August 2016

The childminder registered in 2006 and lives in Plymouth, Devon. She offers care every day from 7am until 5pm for 48 weeks of the year, closing for family holidays and all bank holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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