

Childminder report

Inspection date	21 November 2018
Previous inspection date	3 September 2015

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not develop partnerships with other early years settings that children attend in order to gain a complete picture of their levels of achievement.
- The childminder does not communicate with parents adequately enough to fully establish what children can and cannot do before they join the setting. Therefore, she does not effectively plan challenging activities to progress children's learning from the outset.
- The childminder does not use her observations of children's learning and development to accurately assess stages of development or to target next steps for all children.
- The childminder does not always give children enough time to think in order to form their own responses or make their own decisions during planned activities.
- The childminder does not always make the most of time spent with children in order to maximise learning opportunities and effectively progress children, including younger children, towards their early learning goals.
- The childminder does not effectively implement knowledge from training or thoroughly evaluate the setting to have a positive impact on the quality of teaching.

It has the following strengths

- The childminder presents resources and craft displays that reflect and value diversity. Children enjoy learning about different cultures and festivals. For example, the childminder sponsors a child in Africa and they have recently explored Diwali.
- The childminder presents an enabling and well-organised environment which supports children to develop independence and helps them learn how to manage risks and keep themselves safe. Resources are varied and of good quality.
- The childminder provides healthy home-cooked meals for children to eat both in the setting and to take home, if they wish.

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
establish a two-way flow of information with other settings to support children's learning and development and ensure that all needs are met.	10/12/2018

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

- improve links with parents to establish accurate starting points to effectively plan activities and begin tracking children's progress from when children join the setting
- use observations and assessment information to plan challenging activities which effectively target next steps for all children, including younger children
- ensure that children always have enough time to respond so they can develop thinking and decision-making skills
- make the most of time with the children to extend their knowledge and skills to help to improve outcomes for all children, including younger children
- apply knowledge from training to help to improve the quality of teaching
- devise better methods to evaluate the setting in order to help to raise the quality of the setting.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed quality of teaching, learning and assessment.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living on the premises, policies and procedures, and children's records.
- The inspector had a tour of the premises, indoors and outdoors.
- The inspector took account of written feedback from parents.

Inspector
Hannah Britton

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder is aware of child protection issues. Policies and procedures are in place to help to keep children safe. The childminder does not reflect enough on her practice to identify weaknesses and make plans to improve the quality of teaching. While the childminder attends training sessions, she does not fully apply her knowledge and understanding to raise standards.

Quality of teaching, learning and assessment requires improvement

The childminder has not attempted to make contact with other early years settings that children attend. Therefore, there is not a complementary approach to learning and development. The childminder does not effectively communicate with parents about learning and development. The childminder does not find out enough about children's abilities before they start at the setting to begin working on children's development from day one. While the childminder observes children regularly, she does not use her findings to make precise assessments of children's development. Therefore, she does not always plan suitably challenging activities or target all children's next stages of learning. Despite this, children are eager to join in activities. The childminder shows some effective teaching, such as showing and explaining concepts. For example, she counts the sides of the square and traces the shape with her finger to help children to understand how a square is different from other shapes. However, she does not always allow children enough time to respond to questions. Opportunities for children to think about their answers and express their own ideas during planned activities are limited. The childminder does not take every opportunity to maximise children's learning as they frequently play independently away from the childminder.

Personal development, behaviour and welfare are good

The childminder supports children's welfare needs. She helps children to manage their own personal needs, such as feeding themselves and washing their own hands. She also advises parents on sleep patterns and toilet training. Established routines help children to feel settled. They display good behaviour. Children are happy and enjoy playing together. They help one another to achieve self-set goals as they explore. Children learn about people and their community as they support local schools and charities, for example, by baking cakes. Children are physically and emotionally prepared for their next stages.

Outcomes for children require improvement

Outcomes are not good for all children. Activities are generally focused on older children. While activities are adapted for younger children to be able to join in too, they do not necessarily target younger children's next steps. Therefore, children do not all benefit from targeted support to help them to continually progress well. However, children are interested and motivated to learn. They move confidently extending their physical skills. They enjoy listening to stories, handling books, looking at the pictures and attempt to retell the story. Children demonstrate early literacy and communication skills. Children gain the basic skills they need for their next stages of learning.

Setting details

Unique reference number	402372
Local authority	Cheshire West and Chester
Inspection number	10062167
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 September 2015

The childminder registered in 2001 and lives in Utkinton near Tarporley, Cheshire. She holds an appropriate early years qualification at level 3. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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