

Childminder report

Inspection date	23 January 2019
Previous inspection date	15 January 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 gather relevant information about children's developmental starting points to help inform her assessments.
- The childminder does not always use her observations and assessments effectively to plan challenging activities that promote children's progress and prepare them well for their future learning.
- Monitoring of children's progress is not completed regularly enough so that their development can be accurately measured and supported.
- The childminder does not fully involve parents when evaluating what she does well and what can be improved. This means that she does not gather feedback from all people involved in the provision, in order to help her improve learning experiences for children.

It has the following strengths

- Children benefit from being cared for in a welcoming, family home where they feel safe and secure. The childminder builds strong bonds with the children in her care and this promotes their emotional well-being very effectively.
- The childminder helps children who speak English as an additional language to develop their speaking skills. For example, she repeats words back to them, so children hear the correct pronunciation.
- The childminder organises the space in her home and her resources effectively to support children's interests and independence. She has a good range of toys and resources for children to use and enjoy.
- The childminder joins in with children's play and builds on their interests. Children are praised for their efforts and achievements. This encourages them to persist and supports their self-esteem.

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
encourage parents to share information about what their children know and can do when they first start, to help inform the assessment of the starting points for children's learning	25/02/2019
ensure regular assessments of children's progress are completed so that gaps in children's learning and strengths in their abilities are identified quickly	25/02/2019
ensure ongoing assessment is consistently used to inform the planning of challenging activities that sharply focus on children's precise learning needs.	25/02/2019

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

- review existing methods of gaining parents' opinions of the care and learning provided and use this information to help raise the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of suitability of the adults living on the premises.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not review her provision effectively enough to identify and drive improvements in the quality of her setting. She is not regularly updating her knowledge and understanding of early years practice. Therefore, children are not making rapid progress in their learning. The childminder does not gather enough feedback from parents to help her identify improvements and introduce new experiences for children. Safeguarding is effective. The childminder has a secure understanding of what to do if she has a concern about a child's welfare. She regularly checks her home and garden to help ensure children play in a safe environment. The childminder talks with parents on a daily basis, providing them with information about their child's day. She has positive links with other early years providers, such as schools and pre-schools. This helps to promote consistency in children's care and learning when their care is shared.

Quality of teaching, learning and assessment requires improvement

The childminder does not ask parents for sufficient information about what their children already know and can do when they first attend. This means she cannot make accurate assessments of children's starting points. Her ongoing assessments of children's progress are too infrequent. Therefore, planning for children's next steps in learning is not sharply focused on their current learning needs. Children are not consistently making the good progress they are capable of. However, the suitably qualified childminder is enthusiastic and encouraging in her manner, and children are motivated to learn. The childminder uses some good teaching strategies and considers activities that are tailored to children's likes and interests. She skilfully asks questions that encourage children to think for themselves and she supports their personal and physical development well.

Personal development, behaviour and welfare are good

Children are confident and happy in the childminder's home. They arrive keen to play, learn and explore the many resources on offer. Children confidently talk with visitors and are proud of their achievements. They are well supported to develop independence in taking care of their own needs. For example, children help themselves to drinks when they are thirsty. Their good health is supported well. Children have regular access to the outdoors, local parks and activity groups. The childminder regularly takes children out into the community. She teaches them about the differences and similarities between themselves and others. This helps them to develop an awareness of different people and diverse ways of life. Children build strong relationships with others and this develops their social skills in readiness for school.

Outcomes for children require improvement

Children are developing some important skills that will help them in their future learning. For example, they learn to recognise colours and shapes as they play. Children are learning to be independent. They help to tidy away toys when they have finished with them and learn how to keep safe. However, weaknesses in the childminder's assessment process mean that children are not always challenged enough to help ensure that their progress is consistently good.

Setting details

Unique reference number	EY306577
Local authority	Leicester
Inspection number	10060014
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 January 2015

The childminder registered in 2005. She lives in South Braunstone, Leicester. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

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