

Childminder report

Inspection date	11 March 2019
Previous inspection date	5 August 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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not assess children's developmental progress effectively to ensure that she identifies activities that can be planned to meet children's learning needs.
- The quality of the childminder's and her assistant's teaching is variable. They do not consistently challenge younger children to help them to develop their early communication, listening and attention skills or to make relationships.
- The childminder does not obtain enough information from parents about their children's abilities when they join her setting. This does not help her plan suitably challenging activities for children from the start.

It has the following strengths

- The childminder shares and gathers information about children's achievements from other early years settings they also attend. This supports children's interests.
- The childminder promotes children's safety well. She talks to children about road safety when she takes them for walks in the street. Children learn about how they can keep themselves safe.
- The childminder uses a variety of ways to encourage children to develop an awareness of the world, including the natural environment. She takes the older children for walks in woodland, where they have opportunities to look at and talk about the wildlife they see. Children show an appreciation for living things.
- Older children demonstrate good literacy skills. They talk about the pictures they draw. Children develop their early writing skills and tell the childminder that they have drawn a 'snake'.

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
develop the use of assessments to ensure gaps in children's development are quickly identified, so that activities can be planned to meet their individual learning needs	11/04/2019
improve teaching and interactions with younger children to encourage them to extend their early communication, listening and attention skills and to make relationships.	11/04/2019

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

- gather more information from parents about their children's capabilities when they start attending and use this information to plan activities more precisely.

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 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 throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not have a thorough enough overview of the progress children are making in all aspects of their learning. This means that not all children are supported to make the best possible progress. The childminder does not identify if older children have any gaps in their learning to allow her to support them for their move on to school. She does not plan effectively to encourage younger children to reach expected levels of development for their age. The childminder supports her assistant with some aspects of her teaching practice. They both attend training and the extra knowledge from this deepens their understanding of how to support older children to manage their feelings and emotions. Consequently, children behave well. Safeguarding is effective. The childminder and her assistant have a good understanding of child protection. They know where to report concerns about children's welfare and safety. The childminder has made recent changes to her practice, to ensure that personal information about children is kept confidential.

Quality of teaching, learning and assessment requires improvement

The childminder and her assistant do not consistently support younger children as effectively as older children, particularly regarding younger children's communication, language and their personal development. For example, the childminder and her assistant do not consistently talk to younger children to encourage their early speaking and listening skills. However, they do support older children with their mathematical skills. For example, when older children use numbers in their play, the childminder asks them the number that comes next. Older children confidently count to 10 and demonstrate their understanding of numbers. The childminder observes children when they first start. However, she does not gather a sufficient overview of children's capabilities from parents. This means she does not plan activities precisely to build on their existing skills.

Personal development, behaviour and welfare require improvement

Younger children do not consistently benefit from activities that provide them with appropriate challenge, such as to encourage them to make relationships with others. That said, older children do show positive relationships with the childminder and her assistant. For example, they talk to them about their wants and needs and demonstrate that they are emotionally secure. The childminder makes sure that children have daily access to activities outdoors. She takes children to the park and encourages them to use larger play equipment. Children extend their physical abilities.

Outcomes for children require improvement

Children are not making good enough progress because assessment records do not identify any gaps in their learning. That said, older children are independent, they make choices in their play and demonstrate good language skills. For example, they confidently ask to play a matching game with the childminder. Children say 'there are so many to find', solve problems and learn the rules of the game. They gain some skills for future learning.

Setting details

Unique reference number	208734
Local authority	Lincolnshire
Inspection number	10059768
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	14
Date of previous inspection	5 August 2015

The childminder registered in 1993 and lives in Lincoln. She operates all year round from 6am until 9.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder provides occasional overnight care.

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