

# Childminder report

<b>Inspection date</b>	14 March 2019
Previous inspection date	7 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
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 consistently make the best use of the information she obtains from assessment to help all children progress as far as possible. Occasionally, she fails to identify the most age-appropriate next steps in children's development and shape the activities she plans accordingly.
- The childminder does not focus her professional development sharply enough on developing her teaching skills. Therefore, not all children benefit from good-quality education that continually improves.
- The childminder does not reflect closely on the overall quality of the provision. She does not set clear enough targets for development to help her raise the standard and further improve.

### It has the following strengths

- The childminder fully understands her responsibility to safeguard children. For example, she conducts regular risk assessments of her home, the garden and all outings and trips. This helps her to promote children's safety and physical well-being.
- Children are settled. They have good bonds with the childminder and are comfortable in her home. The childminder is caring and warm. She gets to know children well and is sensitive to their individual routines so they benefit from the care they need.
- The environment is welcoming, bright and well resourced. Children take an interest in different activities and they generally enjoy attending.
- Partnerships with parents, other providers and professionals are established. The childminder successfully shares a two-way flow of information about children between those involved in their lives. This helps to foster some continuity.

## 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 better use of the information obtained from assessment to identify more age-appropriate next steps in children's development and shape the learning activities planned accordingly so that all children progress as well as possible	06/05/2019
enhance professional development and focus more sharply on ways to develop teaching practice so that all children benefit from good-quality education that continually improves.	06/05/2019

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

- reflect more closely on the overall quality of the provision to help set clear targets for development and further improve.

### Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at all relevant records and documentation available.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector sought the views of parents from the written evidence provided.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does not focus her professional development well enough on extending her teaching skills. Therefore, the childminder's teaching is variable and children do not consistently benefit from good-quality learning experiences. Nevertheless, the childminder is well qualified. She conducts research, networks with other childminders and accesses some training. This has a positive impact on the quality of care she provides. Safeguarding is effective. The childminder efficiently makes use of documentation to support the day-to-day running of the setting. She has kept her safeguarding training up to date and continually refreshes her knowledge in this area. She has a strong understanding of child protection legislation and knows how to identify and report any concerns. This helps to keep children safe from harm. The childminder aspires to further improve. However, she does not make the best use of self-evaluation to identify and address all weaknesses in her teaching practice. Therefore, she is currently unable to achieve and maintain good overall standards.

### Quality of teaching, learning and assessment requires improvement

The childminder observes children and assesses their progress. However, she does not always identify the most appropriate next steps for children attending using what she knows about their abilities. Therefore, the planning does not always match children's individual learning needs to further their development as far as possible. Nevertheless, children get involved with different activities that promote some aspects of their learning. For example, children enjoy small-world play with pretend cars and a garage. They like playing a fishing game when they have to hook play fish onto a rod. They also enjoy filling and emptying containers using a variety of materials in a tray.

### Personal development, behaviour and welfare require improvement

Due to weaknesses in the childminder's teaching, there are occasions when children tend to flit quickly within activities. They lose interest in resources provided and struggle to become fully engaged in learning. Nevertheless, the childminder promotes children's health and welfare in a range of ways. The childminder provides children with nutritious snacks and meals. She promotes good hygiene routines. She also encourages exercise and children enjoy weekly visits to the local park. The childminder promotes good manners and being kind. She helps children learn about their differences in a variety of ways. Children learn to behave well. They follow the childminder's instructions and keenly help with small tasks.

### Outcomes for children require improvement

Children do not always progress as far as possible from where they started in their development. On the other hand, children develop the basic skills they need for the next stage of their learning and eventually moving on. For example, children gain confidence attending. They also develop independence. Children cooperate with the daily routines and learn to manage their self-care from an early age. Children develop communication and language skills. They listen to the childminder and can express their wants and needs in a range of ways. Older children learn to count and recognise numbers. They also learn to recognise their own names and begin writing.

## Setting details

<b>Unique reference number</b>	EY387770
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10085006
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 June 2018

The childminder registered in 2009 and lives in the West Midlands. She operates all year round, from 7.30am until 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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