

# Childminder report

<b>Inspection date</b>	21 May 2019
Previous inspection date	29 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 monitor children's achievements effectively to help her identify and support their individual learning needs more precisely and to help them make better progress.
- Although the childminder forms friendly relationships with parents, she does not promote their involvement with their children's learning as much as possible.
- At times, the childminder does not respond to children's requests for play activities promptly enough to fully support their spontaneous ideas and interests.
- The childminder does not evaluate her practice effectively to identify all areas to develop and to support continuous improvement more consistently.

### It has the following strengths

- Children respond positively to the childminder's caring and friendly approach and they settle easily. The childminder keeps clear boundaries and praises children often, helping them to feel welcomed and valued in her care.
- The childminder has completed some training to help develop the provision she offers children. For instance, this has helped her promote children's understanding of number and counting more effectively through their outdoor play activities.
- The childminder encourages children's imaginations and exploration of different textures well in play. For example, children have fun exploring colourful water beads and laugh as they make them bounce across a table. Children mix the beads in their hands and tell their friends they are making 'bead soup'.

## 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 systems of monitoring children's achievements to help identify their next steps of development more precisely, and plan challenging activities to help them make better progress in all areas of their learning	16/07/2019
improve systems for sharing information with parents about their children's achievements at home, to fully support their future learning.	16/07/2019

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

- make more use of opportunities to support children's spontaneous ideas to encourage their interest and motivation in learning more effectively
- strengthen systems of self-evaluation to help identify how to develop practice more accurately and make continual improvements to fully support children's care and learning needs.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and viewed their learning journals.
- The inspector viewed documentation, including operational policies, procedures and required records for suitability, such as first aid and qualification certificates.
- The inspector undertook a short joint observation of an activity with the childminder and discussed children's learning and development.
- The inspector had discussions with the childminder, including about self-evaluation procedures.

**Inspector**  
Mary Daniel

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder continues to update her safeguarding knowledge and understands her responsibilities to protect children's welfare. She reflects on some aspects of her provision, for example to develop the outdoor play activities, but she does not evaluate her practice well enough overall to identify all areas to improve. For example, following the last inspection the childminder made some initial improvement to how she shares ideas with parents for activities to do at home. However, she has not actively continued to encourage this involvement. In addition, she does not gain detailed information from parents about their children's abilities on entry to support her initial assessments and planning of activities. The childminder liaises with other agencies that support children's care and learning to provide a continuous approach.

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

The childminder interacts positively with children and supports their imaginations and language skills well. For instance, she introduces words such as 'squishy' and 'squashy' when children play with toys of different textures. Older children like 'cooking' in the mud kitchen outdoors and say, 'we are making 'pineapple mint cupcakes'. The childminder observes children's play and provides a range of activities they enjoy. However, she does not track their overall progress effectively. This means her focus is not as precise as it could be on what children need to learn next and plans are not in place to provide more challenge in activities to support their individual development in all areas of learning. The childminder encourages children's understanding of the world well. For instance, children like going with her to the beach, where they splash in the water, dig in the sand and search for shells. They sometimes visit a nearby farm and enjoy seeing the piglets and lambs there.

### Personal development, behaviour and welfare require improvement

The childminder encourages children's physical skills well. For instance, younger children clamber through the castle climbing frame outdoors. Older children learn to balance on the 'elephant feet stilts'. Children are happy and settled. However, the childminder does not always support their immediate choices of play. For instance, at this visit she did not provide the water play or play dough activities when children asked for them, saying they could have them later or another day. The childminder promotes children's behaviour well. For example, children learn to take turns and respect the needs of others.

### Outcomes for children require improvement

Children make steady progress and are confident to 'have a go' at activities. However, the childminder does not support their next steps of learning in all areas as well as possible, for example, to help provide more challenging activities and engage their interest and concentration to help them make the progress of which they are capable. Children develop some skills to help with their move to school. For instance, they independently put their drinks cups away and willingly help to tidy up their toys. Older children start to count in sequence and learn letters from their names.

## Setting details

<b>Unique reference number</b>	EY414027
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062242
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	29 June 2016

The childminder registered in 2010. She lives in Illogan, Cornwall. The childminder provides care Monday to Friday from 7am to 6pm all year round. She holds a childcare qualification at level 3.

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