

Childminder report

Inspection date	13 May 2019
Previous inspection date	23 January 2019

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 and her assistants do not fully promote children's understanding of good hygiene routines.
- The childminder does not fully focus her assistants' supervisions on raising the quality of teaching across all areas of learning to a consistently good level.
- Some adult-led activities do not engage all children well, particularly the youngest, and are not always pitched to their age and stage of development.
- The childminder has not engaged all parents in supporting some aspects of their children's learning and development at home.

It has the following strengths

- Children behave well. They show they have formed positive relationships with the childminder, her assistants and the other children. They play together cooperatively and are sociable and confident.
- Children enjoy playing outside and have lots of opportunities for fresh air. They enjoy riding the tricycles, rolling and kicking balls, exploring quantity when filling and emptying containers and using their imaginations in the playhouse.
- The childminder has reflected on her practice and has clear plans in place to make improvements. For example, she has organised training to further improve her and her assistants' observations and assessments, so they can more quickly identify and address any concerns in children's development.
- The childminder works closely with the relevant agencies to refer any concerns about children's welfare without delay. This promotes children's well-being and safety.

What the setting needs to do to improve further

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

- make the most of opportunities to promote children's understanding of the importance of good hygiene routines
- focus supervisions more precisely on raising the quality of teaching to a consistently good level across all areas of learning
- review some adult-led activities to engage and interest all children and base them more closely around children's ages and stages of development
- explore more ways to fully engage all parents in supporting their children's learning and development at home.

Inspection activities

- The inspector observed the childminder and her assistants playing and interacting with the children, indoors and outdoors, and the impact of this on children's learning.
- The inspector carried out a joint observation with the childminder of an activity the assistants led with the children and discussed the quality of teaching observed.
- The inspector spoke to the childminder, the assistants and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including suitability checks, training certificates, children's records and policies.

Inspector
Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has supervisions and professional development opportunities with her assistants. However, she has not raised the quality of teaching across all areas of learning to a consistently good level. The childminder has met the actions from the last inspection. She and her assistants now support children's language well, check children's progress carefully and identify where children need extra support. Overall, they plan interesting activities to help most children reach expected levels of development. Safeguarding is effective. The assistants now have a secure knowledge of safeguarding matters and the procedures to follow when concerned about a child's welfare. The environment is safe and secure for the children to play and explore. The childminder shares information with parents about their children's progress. However, she has not successfully engaged all parents in supporting children's learning and development at home.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across some areas of learning is variable, although most children reach expected levels of development. Now the childminder monitors children's development more closely, those who need extra support are being helped to catch up, albeit slowly. Some adult-led group activities are not always pitched at the right level for the younger children. At times they become bored and wander off. The childminder and her assistants support children's language development well overall. They talk to the children during their play and provide a narrative for what children are doing. They repeat words correctly to help children's understanding. At times, they do not ask effective questions to encourage children's thinking. They promote children's mathematical development, such as by encouraging counting and comparing size.

Personal development, behaviour and welfare require improvement

The childminder and her assistants do not consistently encourage the children to learn good hygiene routines. For example, all children share a bowl of water and a towel to wash and dry their hands before eating. This does not prevent the spread of germs. The childminder provides nutritious snacks and meals to encourage children's understanding of healthy eating. She has reorganised the routines of the day so that children's needs are better met. For example, children have stories and songs before they sit down to eat their lunch to encourage their language and literacy skills.

Outcomes for children require improvement

Younger children and those who are not reaching expected levels of development do not make the progress they are capable of, although the gaps are now narrowing. Older children gain some useful skills for their next stage in learning. They sit and concentrate and enjoy joining in with interactive stories. They are keen to participate and link the story to real-life experiences. For example, children recall that when they go to the beach, they enjoy swimming. They develop mathematical skills as they count their pieces of fruit and use language such as 'big' and 'smaller'. Young children enjoy joining in with the older children, although at times they lose interest.

Setting details

Unique reference number	EY335694
Local authority	South Gloucestershire
Inspection number	10099125
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	18
Number of children on roll	28
Date of previous inspection	23 January 2019

The childminder registered in 2006. She lives in Westerleigh, near Bristol. The childminder works with three registered assistants. She currently offers care on Monday to Friday from 7.30am to 6pm, all year, except for family holidays and bank holidays. She receives funding for the provision of free early years education for children aged two, three and four years.

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