

Childminder report

Inspection date	15 July 2019
Previous inspection date	6 June 2016

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 quality of teaching is not consistently good. While at times the childminder and her assistants support children's learning well, too frequently they fail to use opportunities to extend their learning, particularly for the younger children. This does not help children make the best possible progress.
- The childminder and her assistants miss opportunities to support and encourage younger children's independence fully. For example, during snack times, toddlers sit in high chairs while adults tend to routine tasks rather than support their learning.
- Although the childminder ensures all mandatory legal requirements are met through training, she does not use rigorous monitoring to ensure the quality of teaching is good. She does not ensure her assistants regularly engage in ongoing professional development to help improve outcomes for children.
- The childminder does not consistently ensure self-evaluation is used effectively to identify all weaknesses and support continuous development of the provision.

It has the following strengths

- Children enjoy the time they spend with the childminder and her family, who are her assistants. The childminder provides a warm and caring environment. Children feel happy and secure in their care.
- The childminder works effectively with other professionals to provide continuity for children's care and routines.
- Children behave well. They willingly follow instructions and benefit from lots of praise. The childminder celebrates their achievements, such as when older children start to recognise numerals and draw shapes.

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
ensure assistants receive support, coaching and training to improve the quality of their interactions with children and help them achieve their highest potential.	01/09/2019

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

- provide more opportunities that encourage younger children to do more for themselves and develop their independence skills
- develop self-evaluation to identify all weaknesses in practice and the provision.

Inspection activities

- The inspector observed the childminder's and her assistants' interactions with children, and assessed the impact on children's learning.
- The inspector had a tour of the premises and discussed with the childminder how she risk assesses the environment.
- The inspector read letters of recommendation and questionnaires to obtain the views of parents about the service they receive.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documentation, including the safeguarding policy and procedures, and children's development records.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder has undertaken some routes to support her professional development and has attempted to share some information with her assistants to improve their teaching, such as technology in early years. However, her efforts have not sufficiently tackled the inconsistencies in teaching, particularly for younger children. Safeguarding is effective. The childminder and her assistants clearly know what to do if they have concerns about a child's welfare. They use risk assessment appropriately to minimise potential hazards in the home and on the regular outings into the local community. The childminder establishes positive relationships with parents. She obtains information about children's routines and abilities when they start, to support continuity of care and progress. She encourages parents to become involved in their children's learning at home.

Quality of teaching, learning and assessment requires improvement

The childminder understands the importance of undertaking observations and assessments. She sets accurate targets to support children's next steps in learning and ensures this information is shared with parents and her assistants. Older children are supported well as the childminder helps them to develop a range of vocabulary, count and identify colour. However, interactions with children are not always targeted successfully to support younger children's learning. The activities and experiences do not consistently challenge them sufficiently. For example, younger children's interest in sensory play is not fully supported. They are not offered the same level of discussion and challenge in their play as older children.

Personal development, behaviour and welfare are good

The childminder knows children and their families well. She knows what children like to play with and offers an interesting learning environment that children move around with ease. The childminder supervises children effectively. She encourages them to choose what they would like to play with and where they play. This promotes their confidence and self-esteem. The childminder helps children to maintain a healthy diet and be physically active. Babies learn to walk as they pull themselves up to explore activities. Older children practise ball, climbing and balance skills. They have good opportunities to learn about diversity in the community and regularly go on local outings with the childminder. Older children include younger children as they dress up in sari costumes they have made. This supports children's growing understanding of diversity and teaches them to have respect for one another's differences.

Outcomes for children require improvement

Although most children make sound progress in their learning, younger children do not make good enough progress due to weaknesses in some adult interactions. They are not supported consistently to be successful learners. However, older, more confident children progress well. They develop some of the key skills which help prepare them for their future learning. They communicate effectively, share well, listen and respond to instructions. They are keen to demonstrate what they know and show that they are eager to learn.

Setting details

Unique reference number	EY436104
Local authority	Gloucestershire
Inspection number	10074959
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	6 June 2016

The childminder registered in 2011 and lives in the Tuffley area of Gloucester. She operates all year round from from 7am to 7pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants.

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