

Childminder report

Inspection date	28 August 2019
Previous inspection date	4 March 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 does not assess and monitor children's progress effectively to plan for what they need to learn next. As a result, children do not make the best possible progress.
- The childminder does not fully engage parents in sharing their children's learning experiences to help them further support learning at home.
- The childminder does not implement an effective programme of professional development to ensure she builds on all aspects of her practice to a good level.

It has the following strengths

- The childminder has worked hard in partnership with the local authority to make some improvements since the previous inspection. She is now more organised with her paperwork. She records all children's accidents that occur on the premises. She takes steps to ensure children are not exposed to risks.
- The childminder actively promotes positive behaviour. She reminds children to share and take turns. The childminder praises children's achievements, which helps to raise their self-esteem. Children behave well.
- Children have regular opportunities to be active and enjoy fresh air. This helps them to lead a healthy lifestyle and develop their physical skills.
- Children build strong bonds with the childminder and demonstrate that they feel safe, happy and secure in her care. The childminder has a friendly and caring nature.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
assess children's learning precisely to clearly identify what children can and cannot do, and plan effectively for what they need to learn next.	30/09/2019

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

- offer ideas and suggestions to parents about how they can help to develop their children's learning at home
- establish a programme of professional development which focuses more precisely on what is required to ensure practice is consistently improving.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 a number of discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.

Inspector

Sue Riley

Inspection findings

Effectiveness of leadership and management requires improvement

Although the childminder has made some progress since her previous inspection, she does not have fully effective systems in place to accurately assess and track children's progress. This means she is unable to precisely plan for their ongoing development. The childminder holds a childcare qualification and undertakes relevant mandatory training. However, her assessment of her own training needs is not sharply focused to ensure gaps in her teaching and assessment practice are identified and addressed. Safeguarding is effective. The childminder has a suitable knowledge of the possible signs of abuse and neglect. She understands the procedures to follow if she is concerned about a child's welfare. Parents of the children she cares for write to say they are pleased with the care she provides.

Quality of teaching, learning and assessment requires improvement

The childminder now completes some observations of children as they play. She has started to monitor their development. However, she does not do this well enough. She does not identify all gaps in children's learning and have clear plans to further support children's ongoing progress in each area of learning. As a result, children are not supported to make the best possible progress. The childminder supports aspects of children's mathematical understanding. She helps children to recognise different colours, count and understand different sizes as they play with plastic fish and building blocks. The childminder asks children questions and supports them to speak clearly.

Personal development, behaviour and welfare require improvement

The childminder gathers information from parents when children first start in order to help meet their care needs. However, she does not share information with parents to help them to support their children's development at home. This means that there is no ongoing continuity of learning for the children. Nonetheless, children play and learn in a safe environment. The childminder risk assesses effectively, including all areas of the home. Children have good opportunities to play outside and be physically active. They enjoy jumping on the trampoline, playing on the see-saw and using large climbing equipment. Visits to toddler groups enable children to socialise with larger numbers of children. This helps to support their social development. The childminder teaches children how to manage their own personal care and promotes good hygiene. Children's independence is now being promoted as children sit at the table and feed themselves.

Outcomes for children require improvement

The gaps in teaching and assessment have a negative impact on children's learning. Despite this, children develop some key skills that prepare them for their future learning at school. For example, they learn how to use crayons to make marks. This helps to develop their early literacy skills. Children throw and kick large balls with good control. They listen well to the childminder and follow instructions. Younger children are beginning to use simple technology as they press buttons to make different sounds, while older children use a tablet device to listen and sing along to songs that they enjoy.

Setting details

Unique reference number	EY355081
Local authority	Lincolnshire
Inspection number	10100628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 March 2019

The childminder registered in 2007 and lives in Deeping St James, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

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