

Childminder Report

Inspection date	26 October 2016
Previous inspection date	24 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- The childminder does not manage children's behaviour effectively and provide consistently clear messages to support them in learning how to handle their feelings and emotions.
- The childminder does not exchange information about children's achievements with other providers they attend to encourage a joint approach to helping their learning.
- Children do not have enough opportunities to use simple technology resources to aid their learning.
- The childminder's self-evaluation routines are new and not yet effective enough in identifying where improvements are needed to ensure children's outcomes are good.

It has the following strengths

- Children develop their early language, number and communication skills sufficiently. The childminder assesses their development carefully in most areas and plans for what they need to learn next.
- The childminder is caring and friendly. Children enjoy being in her care. She sets out her home so that children can use resources easily and she motivates them to play and explore.
- The childminder now builds effective partnerships with parents. For example, she obtains their views and regularly informs them of their children's progress.

What the setting needs to do to improve further

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

Due Date

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| ■ manage children's behaviour effectively and provide consistent clear messages to support them in learning how to handle their feelings and emotions. | 25/11/2016 |
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To further improve the quality of the early years provision the provider should:

- exchange information more effectively with other settings children attend to help support their learning and development
- increase opportunities for children to develop their interest and skills in using information and communication technology
- use self-evaluation more effectively to identify what needs to be done to improve children's outcomes.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and the childminder at appropriate times throughout the inspection. She observed them in play and in a variety of activities.
- The inspector looked at evidence of the suitability checks and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's new self-evaluation processes.
- The inspector carried out a joint evaluation of an activity with the childminder. She discussed children's learning and development, looked at their records and the planning documentation.
- The inspector took account of parents' comments returned on questionnaires provided by the childminder.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder helps to protect children by ensuring her home is safe, clean and well maintained. She uses safety equipment, such as stair gates, and supervises children closely. She has recently attended child protection training to ensure that her knowledge of how to safeguard children is up to date. She undertakes other mandatory training to support children's welfare and safety. The childminder reflects on her practice, but her recently introduced self-evaluation routines have not identified fully what needs to be addressed to improve the quality of provision. She builds positive relationships with parents, uses daily diaries and chats with them to build a two-way flow of information. However, she does not share information with other settings that children attend, to support a consistent approach for their care and learning.

Quality of teaching, learning and assessment requires improvement

The childminder has a suitable understanding of how children learn. For example, she uses discussion and asks probing questions, which supports children's communication, number and language development. However, children do not have enough opportunities to use information and communication technology to enhance their learning. Children explore mark making materials, which helps them to develop adequate early writing abilities. They complete puzzles and, with the childminder's encouragement, they persevere in problem solving to decide where each piece needs to go.

Personal development, behaviour and welfare require improvement

The childminder knows children and their families well and works in partnership with parents to help support all aspects of children's care. However, children struggle to understand the childminder's messages about what is appropriate behaviour. They are unsure of how to be tolerant of others. This often reduces the benefit of activities they take part in. Children learn good practical skills and hygiene practices. They enjoy daily trips out into the local area, developing their knowledge of their local community. They benefit from the use of larger play equipment in local parks to develop their physical skills. Children regularly attend trips to local toddler groups where they meet other children of their own age.

Outcomes for children require improvement

Children build suitable relationships with the childminder and are happy in her home. Their communication, language and number skills develop sufficiently. They concentrate well on things that interest them. They acquire some of the skills that they need in readiness for their eventual move on to school. However, children's self-awareness, emotional development and social skills do not develop to good levels.

Setting details

Unique reference number	145126
Local authority	Wiltshire
Inspection number	1061498
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	24 January 2013
Telephone number	

The childminder registered in 1995 and lives in Warminster, Wiltshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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