

Childminder Report

Inspection date

1 June 2015

Previous inspection date

1 December 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not demonstrate a good understanding of the purpose and value of the progress check for children between the ages of two and three years. Consequently, this is not always completed for all children or discussed with parents to support children's good development.
- The childminder does not work in partnership with all the other settings where children attend, to inform her planning and assessments.
- Adult-led activities are not always planned to take into account all children's age and stage of development, to ensure they are well pitched and offer a good level of challenge.
- The childminder does not always gather enough information from parents to enable her to successfully build upon or complement their prior learning from other settings.

It has the following strengths

- The childminder has a good understanding about safeguarding and child protection issues. She has plans in place to further enhance her knowledge and understanding through undertaking training in this area.
- The childminder is affectionate and warm with children, who develop bonds of attachment with her.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement the progress check for all children between the age of two and three years that is written and shared with parents, to provide a summary of children's progress to date and to identify any emerging concerns
- develop partnerships with all other settings where children attend to ensure that there is a two-way flow of information about children's learning and development.

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

- review the planning of adult-led activities to make sure that they are suitably pitched to the age and stage of development of all children, in order to successfully extend upon their learning
- strengthen the communication with parents to find out more information about children's prior learning, in order to be able to plan effectively for their care and assess their learning effectively.

Inspection activities

- The inspector undertook a joint observation with the childminder and her co-childminders.
- The inspector observed children's activities in the garden and the playroom.
- The inspector spoke to children, the childminder and her co-childminder at suitable times throughout the inspection.
- The inspector took into account the written feedback left for her by parents.
- The inspector looked at a range of documentation, including evidence of the suitability of the childminder, co-childminders and household members, children's development records, policies and procedures and the self-evaluation document.

Inspector

Hayley Marshall-Gowen

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder plans adult-led and child-led activities. Sometimes, the activities that the childminder leads are not always well matched to young children's needs. Older children develop their literacy as they learn to write their name and recognise letters. This helps to prepare them with skills they need for starting school. Younger children show their interest in playing with the pencils, putting them in and out of the pot. The childminder does not always follow up this interest to extend their ideas. The childminder does not fully understand requirements to complete the progress check for children between the ages of two and three years. On occasion, she misses the opportunity to carry this out as she does not place high enough importance upon it. This means that her assessments lack precision and parents do not have a summary of children's achievements and next steps in learning. The childminder talks to children during their play. They enjoy recapping upon outings they have enjoyed and this helps to promote children's speech and language skills.

The contribution of the early years provision to the well-being of children requires improvement

The childminder builds close attachments to the children. Young children seek her out for comfort and all children enjoy times where they can talk together, such as snack time. The childminder provides healthy snacks and suitably teaches children about the importance of fresh air and exercise. They enjoy eating their lunch in garden and use equipment to develop their physical skills. Children behave well because there are clear rules for them to follow. Children learn to be independent as the childminder encourages them to undertake tasks, such as tidying away toys. They also dress themselves for playing outdoors. This helps children to gain the appropriate self-help skills they need when starting school.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has a good understanding of how to keep children safe in her care. She conducts risk assessments of activities and outings, and reviews her practice by using an audit. The childminder works alongside two co-childminders. Together, they share equal care and responsibility for all aspects of the provision. The childminder has a recognised level 3 qualification. However, her understanding of the Early Years Foundation Stage requirements is not fully secure. She does not contact other settings where children attend to exchange information with them about children's learning. Therefore, she is not able to fully complement their learning, and assessments are not based upon an extensive knowledge of children's abilities. Although parents praise the childminder highly in their feedback, relationships with them are not fully developed. This is because the childminder does not ask them for enough information for her to be able to build upon what children already know and can do.

Setting details

Unique reference number	219766
Local authority	Central Bedfordshire
Inspection number	854528
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	1 December 2009
Telephone number	

The childminder was registered in 1997. She works with her two daughters, who are also registered childminders. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a recognised qualification at level 3.

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