

Inspection date	4 February 2015
Previous inspection date	14 January 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 effectively observe, assess and monitor children's progress regularly in every area of their learning. This limits her success in identifying gaps and key next steps in children's learning, which affects the quality of her planning. Therefore, not all activities provide challenges based on what children can already do and what they need to learn next.
- The childminder has not developed any partnerships with other early years settings children attend to share information about their needs.
- Partnerships with parents do not fully engage them in shaping their children's learning at home and at the setting.
- The childminder's self-evaluation processes to identify her strengths and address weaknesses are not secure enough to drive further improvements.

It has the following strengths

- The childminder consistently interacts with the children and, as a result, they speak confidently and have secure relationships.
- Children behave and are cooperative. They listen to the childminder and learn to share and engage confidently in various activities both inside and outside.
- The childminder promotes the children's health securely. Children follow appropriate hygiene routines and enjoy fresh air and daily exercise.

What the setting needs to do to improve further

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

- improve observation and assessment, in order to track children's progress across all areas of learning, and identify any gaps and the next steps in their learning
- improve the educational programme by using children's next steps in learning to plan consistently challenging activities across all areas of learning to help them make good progress
- engage with other early years settings children attend to enable a regular two-way flow of information about children's care, and learning and developmental needs.

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

- strengthen the partnerships with parents so they have a more active role in helping to shape children's learning at home and at the setting
- develop the self-evaluation process to build on areas of strength, and identify and address areas of weakness to improve outcomes for children.

Inspection activities

- The inspector observed activities in the play areas and spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of suitability and qualifications.
- The inspector discussed the childminder's self-evaluation.

Inspector

Dawn Biggers

Inspection findings

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

Weaknesses in the assessment and planning process means not all activities provide targeted challenges to build on children's current abilities. For example, children enjoy a familiar board game. They securely move their counters and count the dots on the dice. They understand the rules of the game and the need to take turns. However, the childminder does not use this to plan future activities that will extend their mathematical learning further. When outside, children climb and jump with confidence and increasing control of their bodies; the childminder does not plan further challenges to extend these skills. The childminder provides a variety of activities that children enjoy. Children engage in stories, which promote their counting and communication skills in response to the childminder's questions. This helps them to develop some skills needed for their next stage of learning and in preparation for school. Older children enjoy some challenges and practise cutting out a snowflake with scissors. The childminder has some discussions with parents about their children's time with her. However, this does not focus strongly on children's developmental progress and learning needs. The lack of partnerships with other settings children attend does not support a shared approach to children's learning.

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

The childminder's home is safe and secure. She ensures children enjoy regular use of the outdoor area to promote their physical well-being. Equipment presents children with a variety of choices, such as riding the scooter. Children are sociable, and play catch and chase with each other. The childminder has secure, caring relationships with children and, therefore, they are relaxed and engage in the group games. She acknowledges their achievements through praise and recognition and appropriately supports their emotional well-being and growing confidence. Children develop independence. For instance, they wash their hands and attempt to take their boots off after playing outside.

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

The childminder uses her policies and procedures to support the children's health, safety and well-being appropriately. She has a secure knowledge of safeguarding procedures. This means she is able to take appropriate action to safeguard the children if she has a concern. The childminder identifies training to update some aspects of her practices, such as paediatric first aid and her safeguarding knowledge. However, training does not focus on children's learning and development. Monitoring and self-evaluation does not pick this up and is ineffective to address improvements quickly. This means there are weaknesses in securely meeting the learning and development requirements of the Early Years Foundation Stage.

Setting details

Unique reference number	EY101311
Local authority	Devon
Inspection number	842464
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14 January 2009
Telephone number	

The childminder registered in 2002. She lives with her husband in Kingsbridge, Devon. Steps lead to the property. Most areas of the home are available for childminding, with an outside play space to the rear of the property. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is within walking distance of schools, pre-schools and parks. The family has a pet dog.

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