

Childminder Report

Inspection date

13 January 2016

Previous inspection date

8 September 2011

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 use her knowledge of individual children to plan effectively enough for their next steps in learning. This means children do not always make good enough progress.
- The childminder does not have a precise picture of children's progress. Assessments of what children can do are not frequent or accurate enough. She does not gather clear information from parents about children's learning when they first start, in order to find out their starting points.
- The childminder does not make best use of the available space and resources, in order to create a stimulating environment. Children are not always motivated or sufficiently challenged in their learning.
- Partnerships with other settings that children attend are not fully effective.
- The childminder does not successfully identify her key strengths and weaknesses, in order to enable the continuous improvement of her setting.

It has the following strengths

- The childminder provides a warm and welcoming home-from-home environment. Children are happy and have formed strong attachments with the childminder.
- The childminder has a calm and reassuring approach. She offers children lots of attention, praise and encouragement. Children feel valued and secure, and are developing confidence.
- The childminder promotes healthy lifestyles and good hygiene routines. Children have regular opportunities to enjoy fresh air and exercise. They go on daily walks with the childminder, visit local parks and play in the childminder's garden.

What the setting needs to do to improve further

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

	Due Date
■ undertake regular and accurate assessments of what children can do, and use the information to plan suitably challenging activities based on their next steps in learning	14/07/2016
■ ensure precise information is gathered from parents about what children know and can do when they first start, in order to accurately establish children's abilities on entry.	14/07/2016

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

- make better use of the available space and resources to create a stimulating environment with a broad range of activities that motivate and challenge children
- establish effective partnerships with other settings that children attend, in order to ensure that children receive consistency in their care and learning
- improve arrangements to effectively identify any weaknesses in professional development and breaches of legal requirements and take the necessary action to address them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within the home.
- The inspector reviewed children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder is aware of the signs of abuse and the action she would take if concerned about a child's welfare. She ensures that children can play in safety. The childminder minimises risks within her home and when on outings. The childminder shares information with parents. This includes details about children's care needs and activities they have been involved in during the day. However, she does not gather enough information from parents when children first start at the setting, in order to help her accurately establish children's starting points. The childminder is aware of the benefit of working with other providers to promote the continuity of children's learning. However, arrangements to support this are not yet established. The childminder has attempted to keep herself up to date with the requirements of her registration. She is aware of new legislation but does not fully understand how to implement this effectively within her setting. As a result, there are some gaps in her knowledge and in the service she provides.

Quality of teaching, learning and assessment requires improvement

The childminder has a sound knowledge of the children who attend her setting and their individual interests. However, she does not carry out regular and precise assessments to help her to accurately identify children's starting points or next steps in learning. She does not effectively plan suitable activities that provide the right level of challenge to support children to make good progress. Overall, children develop appropriate mathematical and literacy skills in readiness for school. The childminder sits and talks with children. She teaches them about different colours, sizes, shapes and numbers. She reads them stories as they choose their favourites from the selection available. The childminder promotes children's language skills. She asks questions as they play and encourages them to share their thoughts and experiences.

Personal development, behaviour and welfare require improvement

Children settle quickly and feel safe and secure with the childminder. She is caring and attentive, and meets their individual care needs well. The childminder ensures that her home is clean and safe. However, enough thought is not always taken to present activities that motivate, inspire and challenge children to explore and investigate. The childminder has a composed approach to managing children's behaviour. She supports children to manage their feelings, share and take turns. This provides opportunities for children to play within larger groups of children. The childminder promotes children's physical health and well-being. She promotes children's independence and supports children to learn to meet their own self-care needs.

Outcomes for children require improvement

Children are generally working at the typical levels of development for their ages. Overall, the childminder helps to prepare children with the key skills needed for school. However, the assessments arrangements are not secure. The childminder does not accurately track children's progress or plan activities that will help them to make good progress in all areas.

Setting details

Unique reference number	EY222283
Local authority	Leicestershire
Inspection number	1033727
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	8 September 2011
Telephone number	

The childminder was registered in 2003 and lives in Wigston, Leicestershire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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